

COUNSELING PSYCHOLOGY AND EDUCATION GRADUATE PROGRAMS



SANTA CLARA
UNIVERSITY
1993-94

For information:

**Division of Counseling Psychology
and Education
Graduate Education
Santa Clara University
Santa Clara, California 95053
408-554-4500**

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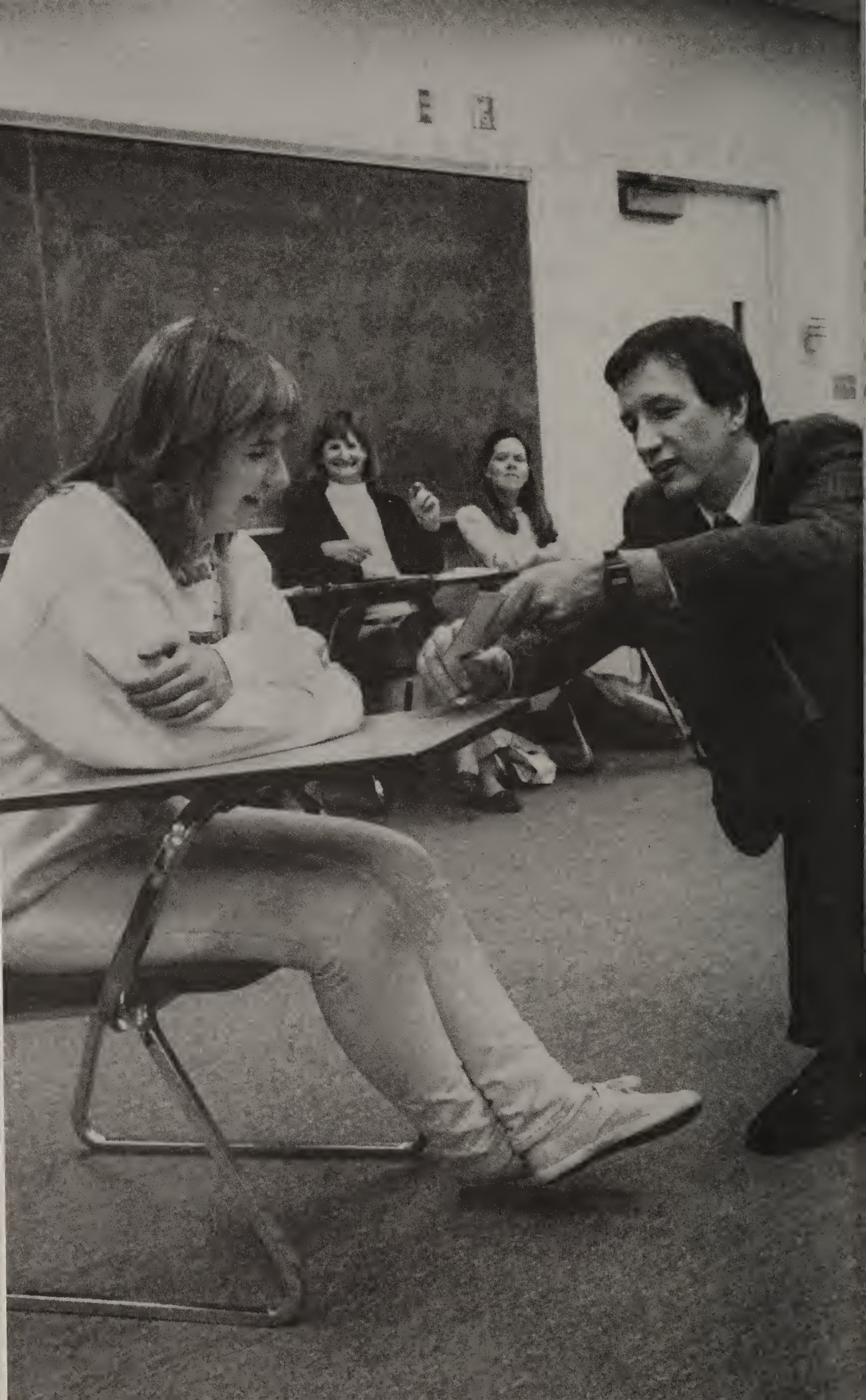
Affirmative Action Office
SCU Title IX Compliance Officer
Walsh Administration Bldg.
408-554-4113

Copies of these policies and procedures are also available from Human Resource Management (408-554-4392).

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SANTA CLARA UNIVERSITY
Division of Counseling Psychology
and Education
Graduate Programs
1993–94

Santa Clara, California 95053



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Academic Calendar 1993–94

FALL QUARTER 1993

August 9–20	Monday–Friday	Registration period
September 6	Monday	Labor Day; administrative holiday
September 22	Wednesday	Classes begin
September 22–28	Wednesday–Tuesday	Late registration and add period
October 1	Friday	Petition to graduate in December 1993 due
November 12	Friday	Comprehensive Examination due
November 29	Monday	Last day to withdraw from classes
November 25, 26	Thursday, Friday	Thanksgiving recess; academic and administrative holidays
December 2	Thursday	Classes end
December 6–9	Monday–Thursday	Fall quarter examinations
December 14	Tuesday	Fall quarter grades due
December 23, 24	Thursday, Friday	Christmas recess; administrative holiday
December 30, 31	Thursday, Friday	New Year's recess; administrative holiday

WINTER QUARTER 1994

November 1–12	Monday–Friday	Registration period
January 3	Monday	Classes begin
January 3–7	Monday–Friday	Late registration and add period
January 14	Friday	Petition to graduate in March 1994 due
January 17	Monday	Martin Luther King Day; academic* and administrative holiday
February 11	Friday	Comprehensive Examination due
February 21	Monday	Presidents' Day; academic* and administrative holiday
March 4	Friday	Last day to withdraw from classes

*Some classes may meet.

March 10	Thursday	Classes end
March 14–17	Monday–Thursday	Winter quarter examinations
March 22	Tuesday	Winter quarter grades due

SPRING QUARTER 1994

January 31– February 11	Monday–Friday	Registration period
March 28	Monday	Classes begin
March 28–April 4	Monday–Monday	Late registration and add period
April 1	Friday	Good Friday; academic and administrative holiday
April 8	Friday	Petition to graduate in June 1994 due
May 2	Monday	Comprehensive Examination due
May 27	Friday	Last day to withdraw from classes
May 30	Monday	Memorial Day; academic* and administrative holiday
June 2	Thursday	Classes end
June 6–9	Monday–Thursday	Spring quarter examinations
June 12	Sunday	Graduate Commencement
June 14	Tuesday	Spring quarter grades due

SUMMER SESSION 1994

May 2–13	Monday–Friday	Registration period
June 20	Monday	Classes begin
June 20–24	Monday–Friday	Late registration and add period
July 4	Monday	Independence Day; academic* and administrative holiday
July 8	Friday	Petition to graduate in August 1994 due
July 15	Friday	Last day to withdraw from classes
July 22	Friday	Classes end
July 25–28	Monday–Thursday	Summer session examinations
August 3	Wednesday	Summer session grades due

All dates are inclusive.

*Some classes may meet.

Division of Counseling Psychology and Education

The current Santa Clara University Division of Counseling Psychology and Education began in 1951 as the Department of Education when the University decided to employ a full-time instructor to offer the necessary professional education courses for a California state teaching credential. Previously, adjunct faculty had offered courses in the history of U.S. schools and in educational psychology to interested students and to prospective teachers. The Department of Education remained a small teacher preparation unit until 1964 when guidelines were established for a credential and Master of Arts in School Counseling. At that time, three full-time faculty became responsible for an expanded fifth-year teacher preparation program and for the newly created Master of Arts degree and credential program in school counseling.

In 1970, the teacher preparation program was expanded to include elementary teacher training. In 1973, the University began offering a master's degree in special education with a credential program in teaching the learning handicapped. In 1977, a group of Santa Clara County superintendents, who had been meeting regularly to recommend various program improvements for the Department of Education, recommended the development of an advanced degree program in school administration. That program began in 1979 and was followed by an administrative internship program in 1982.

The counseling psychology programs at Santa Clara, also begun in 1964 as a part of the Department of Education, experienced a period of rapid growth in programs, faculty, and enrollments when a decision was made in 1970 to train counselors for the license in Marriage, Family, and Child Counseling, a new specialty in counseling psychology. The program continued to expand to meet the many needs of entering students, including a general counseling program. In 1979, an emphasis program in health psychology was begun; and in 1990, an emphasis and certificate program in early intervention services was implemented.

In 1981, the Department of Education became the Division of Counseling Psychology and Education. The Division currently offers six master's degree programs, seven credential programs, and professional enhancement workshops through a continuing professional education program. The Division also designs and implements grant proposals to provide training programs for school administrators, teachers, and paraprofessionals in the field of education.

Letter from the Dean

Dear Student:

When Father Paul Locatelli, S.J., was inaugurated on Nov. 11, 1988, as the 37th president of the University, he enthusiastically challenged the entire University community—faculty, students, staff, and alumni—to a commitment of “excellence in the tradition of scholarship and service.”

In the Division of Counseling Psychology and Education, we take this challenge seriously and continue to develop graduate programs that demand faculty and student excellence in academics and practical application in the field. These programs in counseling psychology and education focus on learning to serve our clients and students personally and professionally.

In the Jesuit tradition at Santa Clara, we pride ourselves in attempting to educate “the whole person.” You will meet faculty and staff who are experienced in helping graduate students build on their strengths, interests, and inspirations and, at the same time, broaden their horizons and set goals for the future. Many graduates talk about our programs as offering opportunities for personal growth as well as professional competence.

I encourage you to talk with our professors, professional staff, students, and alumni to discover for yourself the inquiring and caring atmosphere that provides academic stimulation and personal support for Santa Clara students.

Frequently, we have students applying to programs who have not been in a formal academic setting for a long time. These students are encouraged to “test the academic waters” by visiting classes and starting as nondegree-status students. If you feel you have a particularly unusual academic and/or personal background or need professional advice before submitting your application, please contact Barbara Simmons, director of admissions/assistant to the dean, 213 Bannan Hall.

Welcome to Santa Clara University.

Sincerely,

Jo Ann Vasquez, Ph.D.
Dean

Faculty



Jo Ann Vasquez

Dean and Associate Professor of Education

JoAnn Vasquez was born in Los Angeles and completed her degrees at Immaculate Heart College and Claremont Graduate School. She taught for 15 years at the elementary, junior high, and high school levels before starting her doctoral work at Claremont; and has directed many departments and projects at Santa Clara, the most notable being teacher education, continuing education, and summer session, and major school personnel training grants for local school districts.

Dean Vasquez continues to promote internal and external grants that focus on faculty and student diversity, professional development, and University-school partnerships. Each year she serves on a WASC accrediting team and frequently evaluates proposals for federal government agencies. She is active in community efforts and serves on several nonprofit local and state boards of directors.

Dean Vasquez is one of five academic deans at Santa Clara. The Deans Council determines and implements University academic policies and procedures. She has also served on many University committees including the President's Council, Academic Affairs, and search committees for deans and vice presidents.

**Kenneth E. Blaker**

*Associate Professor of Counseling Psychology
Director, Counseling Psychology Programs*

Kenneth E. Blaker was born and raised in St. Louis, Mo. After serving in the military as an air-traffic controller, he enrolled at the University of Arizona to become a public school teacher. While employed as a teacher, athletic coach, and part-time counselor, Professor Blaker earned an M.A. degree in counseling and guidance from the University of Arizona. After receiving a National Defense Education Act fellowship, he pursued a doctorate at Southern Illinois University, then the Midwest's leading proponent of behavioral psychology. Upon receipt of his Ph.D. in educational psychology, Professor Blaker joined the faculty at

Santa Clara University to develop a school counseling program. Since 1965 he has received the Outstanding Educators of America Award (1973), President's Special Recognition Award for Faculty (1983), and Outstanding Service to Alumni Award (1989).

Currently, Professor Blaker, a licensed MFC therapist, has a limited private counseling practice and works regularly as a consultant to schools and business. His interest and expertise in behavioral psychology and interpersonal communications are evidenced in his publications, *Behavior Modification* (1976) and *Group Leadership* (1982).

His two children are graduates of SCU and remain in the Santa Clara area; he and his wife of 36 years live in the Rose Garden area of San Jose.

**Ruth E. Cook***Associate Professor of Education**Director, Special Education Programs*

Ruth Cook was born in St. Louis, Mo., and grew up in Illinois and the Los Angeles area. She received a B.A. degree in psychology from the University of Redlands; and a master's degree in counseling, a master's degree in developmental psychology, and a Ph.D. in educational psychology from UCLA. Before coming to Santa Clara in 1981, Professor Cook taught counseling and special education courses at Mount Saint Mary's College in Los Angeles, where she also directed the Child Development Center. After two years, she joined the faculty at Southern Illinois at Edwardsville in the area of learning disabilities and

as director of the Early Childhood Special Education program. She also served as director of the Early Childhood Center, which integrated children with special needs.

Professor Cook is co-author of *Adapting Early Childhood Curricula for Children with Special Needs*, currently in its third edition. She recently received a grant from the U.S. Office of Education to establish a personnel preparation program in early intervention services, the only such program in a private school in California. In addition, Professor Cook serves on numerous committees and is consultant to several state and local early intervention service projects.

She lives in Los Gatos with her husband and two children, one of whom is an undergraduate at Santa Clara.

**Sara Soledad Garcia***Assistant Professor of Education*

Sara Garcia grew up in Santa Paula, Calif. She received her B.A. in Spanish literature from San Jose State University and taught in Oxnard, Calif., while earning a teaching credential at California Lutheran University. In 1976 she accepted a position at California State University, Fullerton, teaching in the School of Education and in the Title VII Training Resource Center, which provides technical assistance to teachers working in federally funded bilingual education programs. In 1980 Professor Garcia completed graduate studies at UCLA, receiving a certificate in teaching English as a second language and applied linguistics and a master's degree in education. At

UCLA she also worked as a research associate with the Center for the Study of Evaluation and coordinated the Bilingual Credential Program. While completing her Ph.D. in educational psychology at UC-Santa Barbara, she supervised teacher credential candidates, held the position of lecturer in the Department of Chicano Studies, and taught at Santa Barbara City College.

Professor Garcia has worked with the California State Department of Education in linguistic assessment and is co-author of the *Glossary of Bilingual Education Terms*. Her research interests include attributional models of success and failure, attitude and interest toward learning, and development of perception of achievement by Spanish-speaking students at various educational levels.

She lives in San Jose and has a son who is a college student. She enjoys tennis, yoga, hiking, and gourmet cooking.

**Brian P. Hall**

Associate Professor of Counseling Psychology

Brian Hall, an Episcopal priest, was born in London. He received his B.A. from the University of British Columbia; his master of divinity degree from Huron College, University of Western Ontario; and his doctorate in pastoral counseling from Claremont. Professor Hall served as a missionary in Central America for three years and ran the International Values Institute in Indianapolis for 10 years. He is an international speaker and was a consultant to the archbishop of Canterbury during the Lambell Conference.

In 1979 Professor Hall joined the faculty at Santa Clara, where he directs the Pastoral Counseling Program. He has been conducting research

in values measurement and its application to church and industrial organizations. He is active with universities and organizations in Spain, England, Malta, and Asia. He has written more than 20 books on values, spirituality, and organizational development. His most recent titles include *The Genesis Effect*, *Developing Human Values*, and *Spiritual Connections*.

He and his wife, Pat, live in Santa Cruz and enjoy traveling and sailing.

**Steve Johnson, S.M.***Lecturer in Education**Director, Center for the Family, School, and Community*

Steve Johnson was born in Victorville and grew up in Arizona, California, and Kentucky. He received a B.A. from UC-Berkeley after studying criminology and child development, and a M.A. in special education from Santa Clara University. He also studied theology at the University of Dayton and began doctoral studies in correctional and special education at the University of Kentucky.

Brother Johnson, a teaching brother of the Society of Mary (Marianists), has been an elementary school teacher, middle and high school special education teacher and coordinator, and high school principal in Los Angeles inner-city and San Jose suburban schools. His primary interests are in behavioral disorders, correctional education, gang intervention, social skills development, and planning processes. He teaches courses that deal with educational psychology and behavior management, special education concepts and interventions, correctional education, and justice issues in education.

Brother Johnson coordinates several community projects, mainly training professionals who work with delinquent and troubled youth and developing gang intervention programs.

He lives in the Santa Clara Marianist community. He enjoys reading, bears, traveling, and his nieces and nephews.

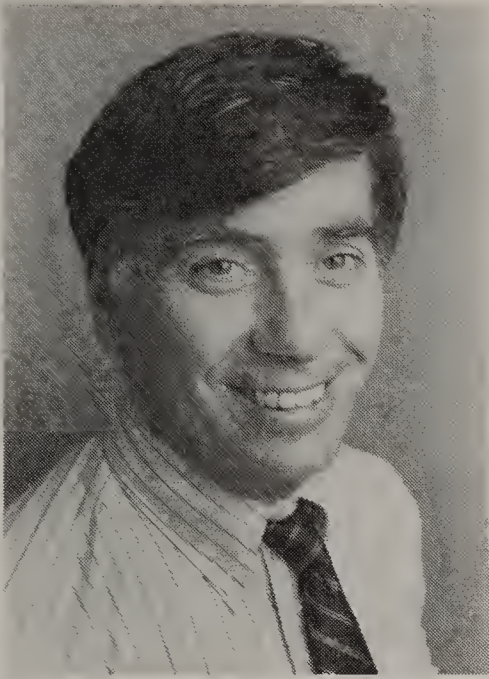
**Joyce E. King***Associate Professor of Education**Director, Teacher Education Program; Director, Interdisciplinary Education Program*

Born in California, Joyce King was the first in her family to attend college. She obtained her B.A. from Stanford University in 1974. It was this undergraduate experience that launched her career in education and her interest in making educational opportunities more equitable for all people.

In 1971–72 she was appointed head of the Ethnic Studies Department at Mills College in Oakland. She earned her Ph.D. from Stanford in 1974. Her research interests include social foundations of education, critical thinking, Afro-centric research methods, culturally relevant pedagogy, and multicultural and global education.

Some of Professor King's many literary works include "Black Students' Alienation and African-American Teachers' Emancipatory Pedagogy"; *Black Mothers to Sons* (co-authored); and various articles on teacher preparation, parenting, and parent involvement. King has studied in Africa, China, and Peru; in 1990 she was invited to teach at the University in São Carlos, Brazil, and give courses for the community. In 1991–92, she completed an American Council of Education fellowship through the President's Office of Stanford University, one of only 32 scholars and administrators to receive this fellowship.

She resides in East Palo Alto. Her son is a junior at Morehouse College in Atlanta, and her daughter is a freshman at Spelman College.

**Jerome A. Kroth**

Associate Professor of Counseling Psychology

Jerry Kroth was born in Detroit. He received his B.A. in psychology from the University of Michigan and his M.A. from the University of Detroit. Before obtaining his Ph.D. from Florida State University, he taught for one year at the Anglo-American School in Moscow (where he met his wife, Anya).

After completing his doctoral studies, Professor Kroth was a school psychologist-diagnostics in Wyandotte, Mich., and then assistant professor at Ball State University. He joined the faculty of Santa Clara University in 1974.

His research interests include psychopathology, psychotherapy, and applied psychodynamics. His published works include several government documents, conference papers, academic articles, book reviews, and anthologies. He has authored several books, his most recent being *Omens and Oracles: Collective Psychology in the Nuclear Age*. Kroth is currently editing "Essays in Depth Psychology: Dreams, Ogres, Omens, Tyrants, and Tricksters" (working title).

Professor Kroth and his wife reside in Cupertino. They have two daughters, one in junior high and one attending college. In his free time, he enjoys composing music.

**Dale G. Larson**

*Associate Professor of Counseling Psychology
Director, Health Psychology Emphasis*

Dale Larson graduated with honors from the University of Chicago and received his M.A. and Ph.D. in psychology from UC-Berkeley. Professor Larson's professional interests include health psychology, stress management, hospice care, and counseling skills theory and training. His recent publications focus on caregiving in grief and loss and on self-concealment and health.

A licensed clinical psychologist and marriage, family, and child counselor, he is an editor for the *American Journal of Health Promotion* and the *Hospice Journal* and a member of the International Work Group on Death, Dying, and Bereavement.

A frequent keynote speaker at state and national conferences, Professor Larson co-directed a NIMH-funded national mental health skills training program for hospice workers. In 1990 he chaired the National Hospice Organization's first national conference on hospice volunteerism.

Professor Larson edited *Teaching Psychological Skills: Models for Giving Psychology Away*, was a summer scholar at the Center for Advanced Study in the Behavioral Sciences at Stanford University, and has lectured and conducted research in Europe as a Fulbright scholar.

He lives in San Jose with his wife and their son. His interests include backpacking, travel, jogging, and basketball.

**Lee Mahon***Lecturer in Education**Director, Master's and Credential Programs in Educational Administration*

Lee Mahon was born in San Mateo, Calif., and raised in Bakersfield and San Francisco. She received her B.A., M.A., and California teaching credentials in elementary education and administrative services from San Francisco State University. She was one of the first recipients of an Ed.D. degree from the University of San Francisco. Professor Mahon began her teaching career as a first-grade teacher and for 15 years taught at each grade level, first through eighth. She also served as an assistant principal, education officer, director of instructional services, and director of support services for the San Francisco Unified School District. In 1979 she accepted the position of director of the master's and credential program in educational administration at Santa Clara.

Professor Mahon has been active in her own consulting firm, principally in the areas of civil rights, strategic planning, management training, trends analysis, and executive searches. She is a successful grant writer and researcher and teaches Organizational Theory Development; Law, Political Relationships, and Fiscal Management; Professional and Staff Development; and Management of Human and Material Resources in the professional credential program.

She lives in Millbrae and enjoys boating and fishing at her Lake Don Pedro summer home.

**Jerrold Lee Shapiro***Associate Professor of Counseling Psychology*

Jerry Shapiro was born and raised in Boston. He received an A.B. from Colby College, an M.A. from Northwestern University, and a Ph.D. from the University of Waterloo. From 1970 to 1981 he taught at the University of Hawaii, where he was awarded the Regents Medal for outstanding teaching among senior faculty. Professor Shapiro is a licensed clinical psychologist in Hawaii and California and holds a diplomate from the American Board of Medical Psychotherapists.

His current research interests include couples' transition to family and fatherhood, and he makes frequent media appearances discussing men's issues, pregnancy, and intimacy. His publications include *When Men Are Pregnant* and *Trance on Trial*, which won the 1991 Manfred S. Guttmacher Award for Literary Excellence in Law and Psychiatry.

Professor Shapiro is also managing partner of Family Business Solutions and director of Ohana Family Therapy Institute.

He and his wife, Susan, live in Los Gatos and have two children. He describes himself as an itinerant softball pitcher and folk musician.

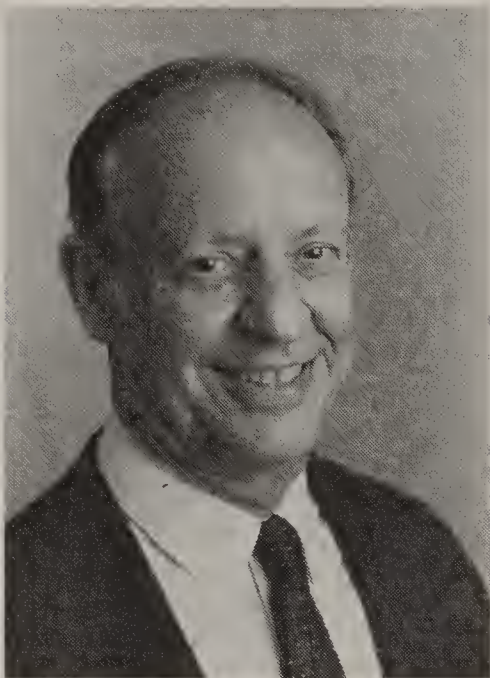
**Mary Anne Wakefield***Assistant Professor of Counseling Psychology*

Mary Anne Wakefield was born in Oregon but grew up on a farm in Iowa. She received her B.S. degree in history from Iowa State University. She began her teaching career in Iowa; but after a few years, moved with her husband and two daughters to Oregon, where she continued teaching but shifted her interest toward counseling. She was influenced by the thinking of Alfred Adler and Rudolph Dreikurs, two pioneers in the field of family counseling. She received her M.S. and Ph.D. degrees in counseling psychology at the University of Oregon, specializing in working with families and related issues. Because of that interest, she was invited to join the faculty at SCU

in 1972 to help establish the Marriage, Family, and Child Counseling Program.

In addition to her work with families, Professor Wakefield has had extensive clinical experience working with families and with individuals suffering from mood and anxiety disorders.

To balance her life, she plays hard at activities such as skiing, hiking, and cycling as well as maintaining a large yard and garden at her home in the quiet hills of Aptos. A generation has been added to her family; she is the proud grandmother of a granddaughter and grandson, adding to her personal experience with families.

**William W. Yabroff***Associate Professor of Counseling Psychology*

William Yabroff was born in San Francisco and grew up in Los Gatos, where his mother founded and directed what is now Hillbrook School. He received his B.A. in psychology from San Jose State University and entered the seminary, where he majored in pastoral counseling. After serving for five years as a minister of the United Church of Christ and a Navy chaplain, he obtained his Ph.D. in counseling psychology from Stanford University, winning the National Delta Tau Award for Counseling and Research. He served as research coordinator for three years in a Title V grant studying values and decision making and continued his postdoctoral training, specializing in therapeutic interventions and mental imagery. He founded a school for the neurologically handicapped, established a private practice, and came to SCU in 1968 to help build the Counseling Psychology Program.

Professor Yabroff has an active interest in psychological type; he served on the National Council for the Association of Psychological Type and helped found the San Francisco Bay Area Association. He recently published *The Inner Image: A Resource for Type Development*, which combines type insights and mental imagery. He teaches the therapeutic use of imagery at Santa Clara and trains clinicians in this approach throughout the country.

He lives in San Jose with his wife and black Afghan dog. His hobbies include boating, photography, music (synthesizer), and traveling to experience ancient symbols and images. In 1989 he co-lead a study tour of Ancient Egypt for the New York Jung Foundation and the Fielding Institute, where he serves as a faculty consultant.

STAFF

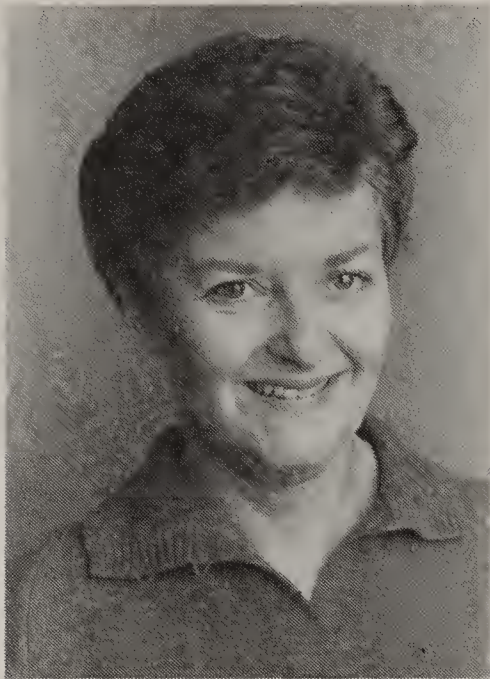
**Jane H. Lubin***Coordinator of Teacher Education*

Jane H. Lubin was born and raised in Yonkers, N.Y. She attended State University College of New York at Buffalo for her undergraduate studies in art education (B.S.) and College of New Rochelle, where she received an M.S. in special education. Lubin continued her education at University of San Francisco, receiving her Ed.D. in curriculum and instruction in 1987.

Her research interests include the effects of short-term memory on reading comprehension, use of art therapy in severely emotionally disturbed classes, use of learning styles with learning disabled students, positive classroom management in special education, and curriculum

models as a method of classroom management. A former program specialist and resource specialist, she is currently a special education advocate/consultant.

Lubin enjoys water sports, tennis, weaving, and spending time with her daughter.

**Julie A. Malvey**

Assistant to the Dean/Director of Continuing Education

Julie Malvey is a native Californian who received her B.A. from UC-Santa Barbara. She moved to the Bay Area to begin her public school teaching career and to work on her master's degree in counseling psychology at Santa Clara University. At SCU, new areas of professional interest developed—involvement in teacher preparation programs, supervision of student teachers, and implementation of educational grants. A second master's degree in educational administration from SCU followed in 1984.

At Santa Clara, Malvey has been an acting director of teacher education, adjunct lecturer, and director of in-service programs for mathematics and science teachers. In 1987 she assumed the position of assistant to the dean and director of continuing education. Her current involvement includes designing and implementing continuing professional development programs for mental health professionals and educators and ongoing responsibility for numerous events in the Division of Counseling Psychology and Education.

She lives in San Jose with her husband, Michael. They have two college-age daughters. She especially enjoys activities on those rare occasions when all family members can be together.

**Pat Moretti**

*Counseling Psychology Internship/Practicum
Coordinator*

Pat Moretti was born and grew up in California. She attended San Jose State University for her undergraduate studies and continued her graduate work in counseling psychology at Santa Clara University. Currently, she is completing her doctorate at the University of San Francisco.

Moretti worked in the nonprofit sector for several years, primarily as a clinician working with children and their families. For three years, she was program developer for the YWCA Parent Education Department. During that time, she also served as a consultant to Indian Health Services, helping the Hopi and Navajo of Arizona organize

and coordinate their first parenting support groups.

She joined Santa Clara's Division of Counseling Psychology and Education in 1985 as a coordinator/liaison to more than 100 field lab and practicum sites in the Bay Area. She also teaches weekly practicum classes and is responsible for coordinating the practicum supervisors. Moretti resides in Felton, where she enjoys hiking, photography, and art.

**Barbara F. Simmons***Director of Admissions/Assistant to the Dean*

Barbara Simmons was born in Boston and grew up in the suburb of Waltham. She attended Wellesley College for her undergraduate studies, majoring in English literature. She graduated with honors as a Wellesley College Scholar and was the recipient of the Wing Prize for Lyric Poetry. She continued her studies in English literature and creative writing at Johns Hopkins University, attaining her M.A. from the Writing Seminars in 1970. After several years of teaching secondary school English in the private and public schools of Massachusetts, she turned to college administrative work as assistant director of admission at Wellesley College.

After moving to California in 1975 and serving as training manager for the Gap Stores, Simmons began her M.A. in educational administration at Santa Clara University. In 1983 she graduated from Santa Clara and assumed the role of assistant director of undergraduate admissions at SCU from 1983 to 1988. From 1988 to the present, she has been director of admissions and assistant to the dean for the Division of Counseling Psychology and Education. Professional interests include international student affairs and student advisement issues.

Simmons lives in San Jose with her two sons. She spends her leisure time with her children, a women's book group, writing fiction and poetry, and museum-crawling.

1

Santa Clara University

STATEMENT OF PURPOSE

Inspired by the love of God to serve through education, begun by the Franciscans who founded Mission Santa Clara in 1777 and continued by the Jesuits who opened the College in 1851, Santa Clara University declares its purpose to be the education of the human person within the Catholic and Jesuit tradition.

The University is thus dedicated to

- a community of highly qualified scholars, teachers, students, and administrators bound to an uncompromising standard of academic excellence;
- an education that, in its emphasis on undergraduate studies and its pursuit of selected high-quality graduate and professional programs, stresses moral as well as intellectual values, an education of the whole person, an education seeking to answer not only “what is” but “what should be”;
- an academic community informed by Catholic principles, a community offering its members the opportunity for worship and for deepening their religious perception, yet a community enriched by men and women of diverse religious and philosophical as well as social and racial backgrounds, a community opposed to narrow indoctrination or proselytizing, a community wherein freedom of inquiry and freedom of expression enjoy the highest priority;
- an integrated curriculum designed not only to provide the scientific and humanistic knowledge necessary to enable students to become fully human, but also to demonstrate the unity of all forms of knowledge and to enable students to assume leadership in the modern world;
- the encouragement of teaching excellence and of the scholarly research that promotes such excellence, of close student-teacher relationships, of experimental and innovative courses and teaching methods—courses and methods that stimulate not only the acquisition of knowledge but also the creative use of knowledge;
- an academic community in which students, teachers, and administrators dedicated to academic freedom and united in the search for truth actively formulate and carry into effect the University’s policies.

Board of Trustees
Santa Clara University
Jan. 22, 1975

HISTORICAL PERSPECTIVE

On Jan. 12, 1777, six months after the signing of the Declaration of Independence, a cross was planted at a site in the present city of Santa Clara by a Spanish Franciscan missionary, Tomás de la Peña, to mark the founding of the eighth of California's original 21 missions, Santa Clara de Asís.

Three-quarters of a century elapsed before Santa Clara University, or Santa Clara College as it was known, opened its doors as an institution of higher learning. In the intervening years, however, the mission served as a spiritual center and school for the Indians. Besides religious instruction, the men were taught stockraising, farming, and the building trades; the women, weaving and sewing; the boys, reading, music, and religious drama. From 1777 until Mexican government secularization on Feb. 27, 1837, some 9,000 persons were baptized at the mission.

During the early period, the less solidly built mission buildings of the first and second sites were destroyed by the flooding waters of the Rio Guadalupe. The third mission church, constructed of adobe, was completed in 1784 but was seriously damaged by earthquakes in 1812 and 1818. A fourth church, also adobe, was used temporarily from 1819 to 1825. The larger, fifth adobe mission, with its quadrangle patio, was completed and dedicated Aug. 12, 1825. The University's Adobe Lodge Faculty Club is all that remains of the west wing of the quadrangle.

The first site of Mission Santa Clara is marked by a California state historical landmark located near the intersection of Kifer Road and De La Cruz Boulevard. Crosses mark the second site at De La Cruz Boulevard and Martin Street and the third site at Campbell and Franklin streets. The temporary fourth mission church stood between what are now Kenna Hall and the Walsh Administration Building.

During the first three decades of the 19th century, the old mission enjoyed its most fruitful years. In 1827, more than 1,400 Indians lived within sound of the mission's bells. In that year, some 15,000 sheep, 14,500 head of cattle, and abundant crops of wheat, corn, and beans were produced and cared for by the Indians under the guidance of the missionaries.

A combination of factors terminated the decades of prosperity at Santa Clara and the other California missions. The Mexican War of Independence brought turmoil from 1810 to 1821 and resulted in a decrease in Franciscan personnel and donations-in-aid from benefactors. The new Mexican government took possession of the old Jesuit Pious Fund of the Californias that had been the main source of support for the mission. Most of the Indians' lands, cattle, and sheep became the object of spoliation by civil administrators.

In 1827 and again in 1829, governmental decrees ordered exile for all Spaniards who refused allegiance to the new regime. Since most of the mission padres were from Spain, many chose banishment. Some, however, remained until 1833, when Mexican Franciscan replacements arrived from the missionary college of Zacatecas. Among them was Fray Francisco García Diego y Moreno, who was to become the first bishop of the Californias. Although committed to the welfare of the Indians, the padres' resistance to governmental encroachment on the Indians' rights and property had little effect. Full secularization of mission properties was finally imposed at Mission Santa Clara in early 1837. This action ended the effectiveness of the Franciscan missionary endeavor in Alta California.

Within a few years most of the mission buildings and the Indian lands, cattle, and sheep were seized by civil officials and other claimants. In the early 1840s, foreigners began arriving in Alta California in increasing numbers. Some of the immigrants were Anglo-Americans attracted by the rich agricultural lands of Santa Clara Valley.

Events during 1848 dramatically altered the course of history at Santa Clara. In February, the United States and Mexico signed the Treaty of Guadalupe Hidalgo, which concluded the two-year war in which they had been engaged and ceded California to the United States. That same year gold was discovered in the Sierra Nevada, thus attracting a flood of newcomers into the former Mexican province.

It was in this setting that Santa Clara opened its classroom doors in May 1851. The new bishop of San Francisco, Joseph Sadoc Alemany, asked Jesuits Michael Accolti and John Nobili, formerly Oregon missionaries, to open a college at Mission Santa Clara. During its first academic year, 1851–52, Father Nobili and a handful of Jesuit and lay teachers offered instruction in a variety of subjects to approximately 40 students. A decision made in 1854 by the Jesuit Province of Turin, Italy, to adopt California as a permanent mission field marked a turning point in Santa Clara's history. As a consequence, the Jesuits of Turin provided the college with the faculty and support that it needed to grow. The following year, Santa Clara College received a charter of incorporation from the state of California.* In 1857, the college conferred its first collegiate degree, a Bachelor of Arts diploma, on Thomas I. Bergin. This was the first diploma granted by any institution of higher learning in the state of California. By 1858, new scientific apparatus arrived from Paris, and integrated courses in science as well as in the classics and in commercial subjects were offered.

Slow and steady growth followed, and distinguished graduates became prominent members of California life. It was not until 1912, however, that the Schools of Law and Engineering were founded. In that same year, courses in the humanities and the sciences were expanded, and the college became Santa Clara University. Meeting the demands of urban growth in the Santa Clara Valley, courses in commerce and finance were also expanded in 1926, and the University's School of Business and Administration began. In that same year, the old mission church was destroyed by fire. The present structure, an enlarged replica of the original, was completed in 1928.

From the 1930s through World War II, the University's enrollment was relatively stable. The return of many veterans resulted in an enlarged student body and new resources. In 1947, for the first time in the University's history, enrollment broke the 1,000 mark. From the postwar period to the present, the face of the campus has been changing and expanding. In 1961, the University announced a major change in policy and accepted women as undergraduate students for the first time in its 110-year history. Santa Clara became the first Catholic coeducational institution of higher learning in California. Thanks to the generous support

*THE UNIVERSITY'S LEGAL NAME is *The President and Board of Trustees of Santa Clara College* to which should be added, *A Corporation, located at Santa Clara, California*. For the information of individual, corporation, and foundation donors who wish the tax benefits of their gifts and grants, the University is classified by the Internal Revenue Service as a 501 (c) (3) (ii) tax-exempt organization and it is not classified as a private foundation under section 509(a) of the IRS Code.

of many friends, 23 new buildings have been added to match the growth in enrollments. The Louis B. Mayer Theatre, Leavey Activities Center, and Cowell Health Center were completed in the early 1970s. Additions in the 1980s included a computer center, engineering and computer laboratories, parking facilities, and student housing. The already scenic campus was significantly enhanced in 1989 by rerouting The Alameda, California's oldest north-south highway, around the University. With the new entrance road and landscaping, the reroute unifies the Mission and modern sections of the campus into 104 contiguous acres.

Although the student body has grown rapidly in the past decade, it has been held relatively small: 4,000 undergraduates and 3,800 graduate and law students. Since 1960, educational opportunities at all levels have increased.

As an independent University supported by tuition and gifts, Santa Clara has been able to accomplish change in ways that reflect its traditional concern for the individual student.

Today, Santa Clara University, the first institution to offer classes in higher learning on the West Coast, continues its mission heritage of service by helping its students equip themselves with advanced knowledge and humanistic values. Academic excellence in a well-balanced human being is the University's goal.

CAMPUS LOCATION

Santa Clara University is 46 miles from San Francisco, near the southern tip of the Bay, in an area rich in opportunities for learning. The campus is situated in the midst of one of the nation's great concentrations of high-technology industry (Silicon Valley) and professional and scientific activity. Many nearby firms and social agencies are world leaders in the search for solutions to humanity's most critical problems. The cultural and entertainment centers of San Francisco, Berkeley, Oakland, and Marin County are within one-hour's travel by bus, train, or car. In the opposite direction, the Pacific beaches of Santa Cruz are about 30 minutes away; the world-famous Monterey Peninsula and Carmel are two hours away. The University is accessible by major airlines via San Jose International Airport, which is three miles from campus, and via San Francisco and Oakland International airports.

Santa Clara has a moderate Mediterranean climate. During a 67-year period, the average maximum temperature was 71.4 degrees and the average minimum, 41.6 degrees. The sun shines an average of 293 days per year, and the average annual rainfall is about 15 inches.

2

Admissions

GENERAL REQUIREMENTS

Admission to CP&E (Counseling Psychology and Education) graduate programs is open to students who hold a bachelor's degree from an accredited institution of higher learning, have demonstrated superior scholastic aptitude, and have given evidence of good citizenship and moral character. A student who has been disqualified in any college or school of Santa Clara University is ineligible for admission to these programs.

Foreign-born students and all students whose first language is not English must take the Test of English as a Foreign Language (TOEFL) and submit their score before a decision on their application can be made. Arrangements for this test can be made through the Educational Testing Service, Box 899, Princeton, N.J. 08540. If the assistant dean has a question about the applicant's skill in spoken English after receiving a TOEFL score, he/she may require an oral interview. If it is necessary to conduct the oral interview by phone, it will be at the applicant's expense.

ADMISSIONS PROCESS

Students may apply for degree or nondegree status. Degree status refers to students admitted by letter into a **degree, credential, certificate, or pre-license program** offered by the Division. Nondegree status refers to students admitted by letter, **not** to one of these **programs**, but to one or several **courses** offered by the Division. Students applying for both degree and nondegree status should have a cumulative 3.0 grade point average (GPA).

Note: Decisions on admission to either status are sent by mail. No specific reasons will be given in case of rejection, and no information will be given by telephone. All application documents are available from, and must be returned to, the Division Office, 213 Bannan Hall, Santa Clara University, Santa Clara, CA 95053 (408-554-4355).

DEGREE STATUS

To apply for degree status, submit the following documents to the Division Office:

1. Two signed copies of application form
2. Two copies of official transcripts from each school attended (include community colleges; do not include transcripts listing only extension courses)
3. Application fee (check payable to Santa Clara University)
4. Three letters of recommendation, preferably on the Santa Clara form
5. Statement of purpose (see application for topic)
6. GRE or MAT scores. Applicants seeking admission to degree status or to the Basic Credential program must submit scores from either the Graduate Record Examination Aptitude Test or the Miller Analogies Test. The applicant may choose which test to take. For a description of these tests, contact the Division Office, 213 Bannan Hall (408-554-4355).
7. Basic teaching credential candidates (a) must take the California Basic Educational Skills Test (CBEST) when applying to the credential program, with satisfactory performance required before the credential is awarded; and (b) must show evidence of absence of criminal conviction that would preclude the issuance of a credential.

Applications for admission may be filed at any time. Deadlines are May 1 for summer session and fall quarter, Nov. 1 for winter quarter, and Feb. 1 for spring quarter.

The basic teaching credential program accepts pre-service students for fall quarter only, with an application deadline of April 1. (See Pages 65–66, Admission Requirements for Credential Programs, for specific requirements.) April 1 is also the deadline to submit CBEST scores, which are required of all applicants to credential programs.

NONDEGREE STATUS

To apply for nondegree status, submit the following documents to the Division Office:

1. Application form
2. A copy of all major transcripts (to be followed by official transcripts on admission)
3. Application fee (same as for degree status and applicable later for that status); check payable to Santa Clara University
4. Experience report: overview of education, professional and volunteer work, organizational involvement, travel, and language abilities

Application deadlines are Nov. 1 for winter quarter, Feb. 1 for spring quarter, May 1 for summer session, and Aug. 1 for fall quarter. Students applying for nondegree status should have a 3.0 cumulative GPA. No more than 10 quarter units can be taken in nondegree status or later be transferred into a graduate program at this University. Nondegree status requires the student to maintain a 3.0 GPA. **Acceptance into nondegree status does not imply acceptance to a program.**

ACADEMIC ADVISERS

After being admitted to *degree status*, students are strongly urged to seek the guidance of an academic adviser. Usually the program director serves in this capacity, but students are free to select any full-time faculty member as their adviser.

It is the adviser's task to approve transfer credits when appropriate, to waive required courses under certain circumstances, and to encourage prudent sequencing of courses.

ENTERING NEW COURSES

Students may enter a course only during the first week of classes in the term.

TRANSFER OF GRADUATE CREDIT

Up to 10 quarter units (or 6 semester credits) of graduate credit may be transferred from other accredited institutions of higher education to be applied toward the master's degree at Santa Clara University, provided the following stipulations are met:

1. Grades with an equivalent of B or better must have been earned in the graduate courses.
2. Transfer credit will be given only for those courses considered to be equivalent to courses at Santa Clara.
3. Extension and continuing education credits are usually ineligible for transfer credit. Workshops, weekend courses, and district in-service courses are ineligible for transfer credit.
4. Only academic work will be considered for transfer credit. Work experience, missionary experience, teaching experience, and the like will not receive graduate credit at Santa Clara.
5. Graduate work that was completed five or more years prior to the date appearing on the student's letter of acceptance is usually ineligible for transfer credit. At the adviser's discretion, a student may be required to repeat a course taken five or more years before matriculation.

Note: Students may transfer up to 10 quarter units (or 6 semester credits) from other accredited graduate schools; however, once matriculated, a student may not elect to take equivalent classes in other graduate institutions without permission of the instructor.

3

Academic Regulations

ACADEMIC INTEGRITY

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, may receive a grade of F for the course. In addition, a student guilty of dishonest acts may be immediately dismissed from the University.

Students who violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to similar disciplinary action.

GRADING SYSTEM

Plus (+) and minus (–) suffixes are incorporated with letter grades to provide the following marks (and numerical equivalents that indicate grade points):

A	4.0	D–	0.7
A–	3.7	F	0
B+	3.3	W	Withdrawn
B	3.0	I	Incomplete
B–	2.7	P	Pass
C+	2.3	NP	No pass
C	2.0	NR	Not reported (assigned in the Student Records Office)
C–	1.7	R	Repeat (no credit)
D+	1.3	AUD	Audit
D	1.0		

To calculate the grade point average, divide the total number of earned grade points by the number of units attempted (marked UA on grade card and transcript); a B average is 3.0.

CHANGE OF GRADE

Only the instructor in charge of a course may assign grades. All grades, except incompletes, become final when they have been assigned and reported to the Student Records Office. An instructor may approve and report a correction of a

final grade to the Student Records Office only if a clerical or procedural error was made in assigning, transmitting, or recording the original grade.

ACADEMIC PERFORMANCE

A grade point average of 3.0 (B) or higher is required in all courses. Students falling below this cumulative average must make up the deficiency within their following two courses in order to continue in the program. Students who receive a grade of D or F or who fail to maintain the required grade point average will be disqualified.

If, in the judgment of the instructor, absences affect academic performance, the instructor may assign additional work. Student absences may also affect the final course grade.

Periodic Evaluations The counseling psychology and education faculty may periodically evaluate students on their performance and behavior. This is part of the Division's commitment to the profession of counseling and education and to the clients it serves. Should the faculty judge that a student would not be an asset to these professions, the student will be asked to leave that program regardless of the number of courses completed. Students will be contacted only when their evaluation is negative. Otherwise, they may assume their performance is satisfactory. The periodic evaluations adhere to specific guidelines and procedures. Students can appeal the outcome of periodic evaluations to the dean.

ATTENDANCE

Students are required to attend all classes. Penalties for absences are left to the discretion of individual instructors. Students are held accountable for all assignments in each course, whether or not the assignments were announced during an absence.

If, in the judgment of the instructor, absences affect academic performance, the instructor may assign additional work. Student absences may also affect the final course grade.

INCOMPLETES

Students may receive an Incomplete grade (I) in a course if, because of extraordinary circumstances beyond their control, some essential portion of the assigned work has not been completed before the final examination. The unfinished work must be completed and given to the course instructor within four weeks of the beginning of classes in the next scheduled term (not the student's next term of enrollment), excluding summer session, unless extraordinary circumstances require an extension.

All extensions must be in writing and approved by the dean; they should not exceed a period longer than two academic quarters after the Incomplete was earned, excluding summer session. Approval for an extension must be obtained and forwarded to the Student Records Office within the four weeks mentioned

above. All Incompletes not cleared in the time stated above will automatically become an F grade.

LEAVE OF ABSENCE OR WITHDRAWAL

To withdraw from the University, a student must submit a withdrawal letter to the Division Office, 213 Bannan Hall.

Degree-status students who interrupt their course of studies for up to one year need not reapply on their return. Summer session is not considered a term.

Degree-status students who interrupt their course of studies for more than one year must withdraw from the University. In order to return, they must file a new application form, but without a fee. Such application forms should be filed by the May 1, Nov. 1, and Feb. 1 application deadlines. These applications for readmission will be subject to the admission requirements and procedures established for persons applying for the first time.

Withdrawal from the University is not officially complete until students clear all of their financial obligations with the Student Accounts Office. Students on deferments or Perkins Loans must also clear their financial obligations with the Credit and Collection Office.

COURSE LOAD

No student is permitted to carry more than 15 graduate quarter units in a single quarter, with the exception of full-time teacher education students. No student may carry more than 10 quarter units during summer session. Any student carrying fewer than 9 quarter units is considered a part-time student.

CONFIDENTIALITY

The need for personal disclosure creates an obligation of confidentiality for teachers and group leaders.

Students have the right to expect confidentiality because the faculty of the counseling psychology and education programs expect self-disclosure. Violations of this obligation are most serious and may result in a review of the professional responsibilities of the faculty member.

Students to whom personal disclosure is made in courses, practica, counseling sessions, and other training activities also have an obligation of confidentiality. Students who violate this obligation are subject to suspension or expulsion from the University.

CHALLENGING COURSES

Students, including those applying for a credential or MFCC license, may challenge certain courses that satisfy specific degree requirements. These courses do count toward a student's total units passed. Usually students are not allowed to challenge more than three courses in order to maintain the integrity of a Santa

Clara University degree. A successfully challenged course appears with a grade on the transcript.

To challenge a course, students must (1) have completed at least 15 quarter units at Santa Clara (unless an exception is granted by the director of the student's program); (2) have a cumulative grade point average of at least 3.2; and (3) have permission from the instructor, program director, and dean to proceed with the challenge. The instructor must complete a written description of the proposed challenge process, to be approved by the program director.

Challenge examinations may be either oral or written, as determined by the instructor. Challenged courses may not be taken on a pass/no pass basis. There will be a \$75 fee for challenging a course. Challenge forms are available in 213 Bannan Hall.

Certain classes within the Division normally cannot be challenged, including any counseling psychology practicum/internship courses and any field lab courses. Classes in which the experiential component of the work is high are usually unavailable for challenge.

WAIVING COURSES

Students who waive classes with the permission of the director of the program receive no indication on their transcript that the classes have been waived, but a notation is made in their records file that the specific class requirements have been met and waived. These students must take another class in lieu of the waived class. Waived classes are not accepted by licensing or credentialing boards for meeting competency requirements.

DIFFERENCE BETWEEN WAIVING AND CHALLENGING COURSES

Students who successfully challenge a class receive a notation on their transcripts as units attempted and passed and a grade for the challenged class. Students who waive a class have proven competency in a particular course area, and a notation is made in their file to this effect; but a transcript notation is not made and a grade is not given for the waiver.

AUDITING COURSES

Students accepted into degree or credential programs may audit one course per quarter. No more than three courses may be audited during a student's degree or credential program. Permission to audit a course will be given only at the end of the late registration period and only if space is available in the class. No credit is assigned for an audited course, but the successful completion of an audit will be indicated on a student's transcript by the notation AUD. Students must pay full tuition for auditing a course.

TRANSFER WITHIN COUNSELING PROGRAMS

A student who wishes to transfer from one counseling psychology program to another (e.g., from the M.A. in Counseling to the M.A. in Marriage, Family, and Child Counseling) must submit a written request to the director of counseling psychology programs. The request must contain one or more reasons for the proposed change. *Transfer of programs is not automatic.* The director will present the request to the faculty for review and decision. The faculty decision will be transmitted by letter to the student, and a copy of the letter will be placed in the student's file. The date of the letter will be the effective date of the transfer.

The requirements for the new degree program will be those printed in the Division bulletin current at the date of the transfer letter. All requirements for the new degree program must be completed within five calendar years from the beginning of the quarter or session into which the student was originally accepted.

GRADUATION REQUIREMENTS

The minimum number of graduate quarter units of credit required for the Master of Arts degree or for the teaching credentials is 45; the maximum is 72. Course



Graduate School Commencement

requirements are described under each program heading in the following pages. For the Master of Arts degrees and the teaching and services credential programs, the candidate must maintain at least a 3.0 grade point average.

All requirements for any degree or credential must be completed within five years. Requests for extension beyond this period must be submitted in writing to the student's program director.

Candidates for a master's degree must file a petition to graduate with the Office of the Assistant to the Dean for Admissions, Academic Advisement and Records, 213 Bannan Hall, by the third Friday of the quarter in which the candidate plans to graduate. Candidates for graduation during summer session must file by the third Friday of spring quarter. A late fee of \$2 per day (maximum, \$50) will be charged for failure to meet these deadlines.

After a petition is filed, the candidate's academic record will be reviewed by the Office of the Assistant to the Dean for Admissions, Academic Advisement and Records. Candidates whose eligibility to graduate is in question will be notified. A candidate who fails to meet all requirements for graduation by the expected date must file a new petition to graduate.

Details concerning participation in the commencement exercises are handled by the Office of Student Development (408-554-4583).



CP&E
graduate at
Commencement

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Academic Information

STUDENT RECORDS

University policy relating to student records complies with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). Accordingly, the University will release directory information to any person on request, unless a student requests in writing that directory information be kept confidential. A student's directory information is designated as follows:

1. Name
2. Gender
3. Address (campus, local, and/or permanent)
4. Telephone number
5. Date and place of birth
6. Major field of study, classification, dates of attendance, degrees, and honors received
7. Most recent previous educational institution attended
8. Participation in officially recognized activities, including intercollegiate athletics
9. Name, weight, and height of participants on intercollegiate athletic teams

During the registration period and throughout the academic year, students may request in writing, through the Student Records Office, that directory information be kept confidential. Once filed, the request remains in effect only for the remainder of that academic year.

Certain records are excluded by law from inspection, specifically those created or maintained by a physician, psychiatrist, or psychologist in connection with the treatment or counseling of a student. A Parents' Confidential Statement of the College Scholarship Service is also excluded by law from inspection. Third parties may not have access to educational records or other information pertaining to students without the written consent of the particular student about whom the information is sought.

Students may inspect their records at the following offices:

1. Official academic records, including application forms, admissions transcripts, letters of acceptance, and a student's permanent academic record are on file and maintained in the Student Records Office.
2. Working academic files are also maintained by the dean of a school or college in their respective offices.
3. Records related to a student's nonacademic activities are maintained in the

Office of the Vice President for Student Development.

4. Records relating to a student's financial status with the University are maintained in the Student Records Office.

Students may direct complaints regarding academic records to the dean of the College or School in which the student is enrolled or to the registrar. Students having questions regarding the policy on the privacy of records should contact the University registrar, Walsh Administration Building.

STUDENT CONDUCT CODE

As an institution of higher education rooted in the Jesuit tradition, the University is committed to creating and sustaining an environment that facilitates not only academic development, but also the personal and spiritual development of its members. This commitment of the University encourages the greatest possible degree of freedom for individual choice and expression, with the expectation that individual members of the community

- will be honest;
- will demonstrate respect for self;
- will demonstrate respect for others; and
- will demonstrate respect for the law and University policies, regulations, their administration, and the process for changing those laws, policies, and regulations.

SUMMER SESSION

In the six-week summer session, the Division of Counseling Psychology and Education offers many courses needed to fulfill requirements for Counseling Psychology and Education degrees and credentials. Summer session is not considered a regular academic quarter.

The Division also offers summer professional growth opportunities for current CP&E students, alumni, and Bay Area practitioners. Short-term workshops focusing on specific counseling psychology and education issues are offered for continuing education units (CEUs). CEUs are not applicable to Santa Clara's degree or credential programs. These workshops are particularly useful for educators and counselors who need to meet licensing renewal requirements.

For information on summer session offerings, contact the Division Office, 213 Bannan Hall (408-554-4355).

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Financial Information

TUITION AND FEES PER QUARTER

Application charge	\$ 30.00
Payment should be sent with each application form and is not refundable. Nondegree students pay this fee once, at the initial application.	
Tuition, per quarter unit.....	270.00
Registration fee	10.00
This nonrefundable fee is payable each quarter of registration regardless of the number of units for which the student is registered.	
Late payment fee	50.00
Student activity fee	5.00
Field Laboratory fee, per unit.....	55.00
Late registration fee (during add/drop period)	30.00
Late registration fee (after add/drop period)	75.00
Course drop fee (per course)	25.00
Credential completion fee (for teaching credential).....	25.00
Late submission of petition to graduate fee, per day (\$50 maximum)	2.00
Fee for challenging a course (per course)	75.00
Auditing fee, per quarter unit	270.00
Credential evaluation fee	35.00
Academic transcript fee (per copy)	3.00
Academic transcript fee (rush process)	8.00
Deferment service fee	50.00
Returned check fee	10.00
Thesis fee	Contact Division Office
Parking permits (per year)	40.00
Parking permits (per quarter)	20.00

MANDATORY HEALTH INSURANCE

International students are required to show proof of health insurance coverage to waive purchase of the University plan.

Annual international-student health insurance fee\$560.00

METHOD OF PAYMENT

Tuition and fees are billed to the student. Students must pay the bill by the payment due date published in the advance registration materials. Any student who registers is obligated to pay tuition by the published due date, even if he/she does not receive a bill. Inquiries regarding account status should be directed to the Student Accounts Office (408-554-4412). Remittances should be made payable to Santa Clara University and mailed to P.O. Box 44783, San Francisco, CA 94144-4783.

Students who have unpaid accounts at the University or who defer payment without approval are subject to dismissal from the University and will not be issued academic transcripts or diplomas as long as such accounts are outstanding.

TUITION REFUND POLICY

Fall, Winter, Spring Quarters Students may formally withdraw from class up to and including seven calendar days from the start of the quarter and receive a 100 percent refund of tuition, less a \$25 fee for each class dropped. The start of the quarter is the first date on which instruction begins in the Division of Counseling Psychology and Education.

Students who formally withdraw from a class after the first week of the quarter may receive a refund of tuition according to the following schedule:

Withdrawal during the second week of the quarter	50%
Withdrawal during the third week of the quarter.....	25%

No refunds will be authorized after the third week of the quarter. The date on which written notice of withdrawal is received by the assistant to the dean for admissions, academic advisement and records, will determine the refund, not the last date of attendance by the student.

Summer Session Students who formally withdraw from a class during summer session may receive a refund of tuition according to the following schedule:

Withdrawal during the first week of the session	100%
	less drop fee
Withdrawal during the second week of the session	50%

No refunds will be authorized after the second week of the session.

Any Quarter/Session No refunds will be made because of curtailment of services brought about as a result of strikes, acts of God, civil insurrection, riots or the threat thereof, or other causes beyond the control of the University.

Refund checks for approved course withdrawals are issued by the Student Accounts Office. Any student who qualifies for an institutional refund must request it from the Student Accounts Office.

Note: All fees, charges, and refund schedules stated in this bulletin are subject to change without prior notice.

FINANCIAL AID

Financial assistance at Santa Clara University is awarded on the basis of superior academic record and/or financial need. Santa Clara maintains limited scholarship monies for students within the Division of Counseling Psychology and Education (available to students from all except nondegree programs), as well as the funds described in subsequent paragraphs: the Edwin J. Brown Fellowship, Gerald E. McDonald Graduate Scholarship, and Jim and Pauline Mahon Scholarship. Any student interested in being considered for a scholarship or grant must file a Free Application for Federal Student Aid (FAFSA). More information regarding financial aid can be obtained from the Financial Aid Office (408-554-4505).

Scholarships, Fellowships, and Grants

California State Graduate Fellowships Awarded to students who are pursuing a recognized graduate or professional degree and who have not completed more than four quarters of full-time graduate work as of Oct. 1. Selection is based on state manpower needs, academic performance, and financial need. Applications are available in January from the Financial Aid Office.

Edwin J. Brown Fellowship in Teacher Education A perpetual fellowship provided by a gift from the late Dr. Edwin J. Brown, professor of education. This fellowship provides a stipend from the proceeds of the endowment and may vary from year to year. Applications are available prior to fall quarter in 213 Bannan Hall.

Jim and Pauline Mahon Scholarship in Educational Administration Annual scholarship to a qualified graduate student accepted to the Educational Administration program. Applications are available in 213 Bannan Hall and must be filed prior to spring quarter.

Gerald E. McDonald Graduate Scholarship in Education Annual award to a student who has completed, with a GPA of 3.25 or higher, at least one-third of a Santa Clara program in teacher education, special education, or educational administration. Applications are available in the Division Office, 213 Bannan Hall, and must be filed prior to spring quarter.

In addition to the conditions specified by the donors, all scholarships administered by the University are subject to the following conditions:

1. In selecting students for scholarship benefits, the Division requires evidence of financial need. Preference will be given to students with higher scholastic attainments from among the applicants who satisfy this requirement.
2. A student who holds a scholarship must file a petition for renewal each year. Petitions for new or renewed scholarships by students already in attendance at the University must be submitted before Feb. 1.
3. Scholarships may be canceled at any time for serious infractions of University rules and regulations.
4. Generally, undergraduate applicants receive priority consideration for the different financial aids for which both graduate and undergraduate students are eligible to apply.

Paul Douglas Teacher Scholarship Program

The Paul Douglas Teacher Scholarship Program, formerly the Congressional Teacher Scholarship Program, is an incentive program designed to attract and commit students to the teaching profession. The program awards up to \$5,000 per year for a maximum of four years. Freshmen, sophomores, juniors, seniors, and fifth-year students who are enrolled in an approved curriculum leading to a teaching credential are eligible. Information about this program is available in 213 Bannan Hall.

Dean's Graduate Research Grants

The dean's research grants are awarded twice each year to a limited number of graduate students in the Division of Counseling Psychology and Education on a competitive basis. The purpose of the grants is to allow graduate students the opportunity to pursue research of high quality for which outside funds are unavailable. Most Dean's Graduate Research Grants range from \$100 to \$300.

Procedures for applying for the grants and criteria for selection are available in the Office of the Dean, 226 Bannan Hall.

The Dean's Graduate Research Grants are not available for tuition support, equipment purchase, or travel. *Completed proposals must be submitted by Nov. 1 or March 1* to the Office of the Dean, 226 Bannan Hall.

Tuition Remission for Educators in San Jose Diocese

A 20 percent tuition remission is available for full-time teachers, counselors, and administrators employed by the Diocese of San Jose who are taking graduate courses in the Division. Tuition remission applies to degree and nondegree students. Application information can be obtained in 213 Bannan Hall.

Loans

Because scholarships and grants are limited, many students applying for aid find the most advantageous method of financing their education is through loan programs. Among those available to students in the graduate programs are the Perkins Loans, Stafford Loans, Supplemental Loans to Students, and APLE (Assumption Program of Loans for Education). Application forms and further information may be obtained from the Financial Aid Office (408-554-4505).

College Work-Study Program

Division students may qualify on the same basis as other students at the University. Further information is available from the Financial Aid Office.

Deadlines

The Financial Aid Office has established deadlines for consideration for the various programs it administers. All students requesting financial aid from the University should contact the office at the earliest possible date to request specific deadline information and appropriate application materials. Files completed later than Feb. 1 for new applicants and March 2 for current recipients will be placed on a waiting list and will receive consideration on a funds-available basis.

Veterans and Veterans' Dependents Assistance

Santa Clara University is listed by the Department of Veterans Affairs as qualified to receive students under Chapter 35 (veterans' dependents—son or daughter with parent deceased or 100 percent disabled, widow of any person who died in the service or died of a service-connected disability, or wife of a veteran with a 100 percent service-connected disability); Chapter 31 (rehabilitation); Chapter 30 (active duty Montgomery G.I. Bill); Chapter 34 (old G.I. Bill); and Chapter 32 (Post-Vietnam Era Veterans' Educational Assistance Program [VEAP]). Those interested in attending under any of these chapters should contact the Veterans Administration Office in their locality to determine eligibility for benefits.

The state of California provides a program for children of veterans who are deceased or disabled from service-connected causes. Application should be made to the California Department of Veterans Affairs, 350 McAllister Street, San Francisco, CA 94102.

Information regarding these programs may be obtained from the Santa Clara University veterans' counselor in the Student Records Office.

6

Academic Programs and Course Descriptions

The Division offers three Master of Arts degree programs in counseling: Counseling Psychology (72 quarter units); Marriage, Family, and Child Counseling (72 quarter units); and the Master of Arts degree program in Counseling (51 quarter units). Emphases in Health Psychology and General Counseling are available in all three degree programs.

In education, the Master of Arts degree is available in Special Education, Interdisciplinary Education, and Educational Administration. Credential programs are offered for single-subject and multiple-subject teaching, learning handicapped specialists, and administrative services. Resource specialist, early intervention services, and school business management certificates are also available.

The Master of Science in the Teaching of Mathematics (MSTM) program is offered by the Department of Mathematics (College of Arts and Sciences). The MSTM is designed for both prospective and experienced teachers of mathematics in secondary schools and community colleges.

ADMISSION TO COUNSELING DEGREE PROGRAMS

Applicants to counseling degree programs are evaluated on their previous experience and academic record. At least one year of practical experience after the Bachelor of Arts degree in a field related to their chosen profession is required.

Exceptions are sometimes made when experience is taken concurrently with the graduate program. Santa Clara's counseling programs are primarily designed for the working professional, with most courses offered in the late afternoons and evenings. A limited number of daytime classes are available. Students are encouraged either to continue in their present employment, if suitable, or to select situations in which some use of counseling skills is possible. Preference will be given to those whose working milieu provides such experience.

Applications are welcome anytime during the year. The admissions committee meets fall, winter, and spring quarters to select the most highly qualified applicants for each counseling program.

COUNSELING PROGRAMS

MASTER OF ARTS IN COUNSELING PSYCHOLOGY

Kenneth E. Blaker (*Director*)

The Master of Arts in Counseling Psychology provides an intensive two-year Master of Arts program for students who plan to seek positions that require such a program. The degree requires 72 quarter units and allows for a wide variety of specializations, depending on the student's selection of electives. Required courses are listed on Pages 49–50. It is possible to prepare for the MFCC license examination if courses are selected carefully with the help of an adviser. Three quarter units of Field Laboratory (305) may be included.



Kenneth E. Blaker, Ph.D.
Associate Professor of Counseling Psychology

MASTER OF ARTS IN MARRIAGE, FAMILY, AND CHILD COUNSELING

Kenneth E. Blaker (*Director*)

The Master of Arts in Marriage, Family, and Child Counseling is designed to train counselors in the treatment of premarital, marital, family, and child relationship dysfunctions. This program requires a minimum of 72 quarter units. It includes theoretical and experiential work with an emphasis on development of practical and appropriate clinical skills. The program is based on regulations provided by the Board of Behavioral Science Examiners and on guidelines suggested by the American Association for Marriage and Family Therapy and the California Association of Marriage and Family Therapists. Required courses are listed on Pages 49–50. These courses are designed to prepare the student for the California MFCC license examination. Three quarter units of Field Laboratory (305) may be included.

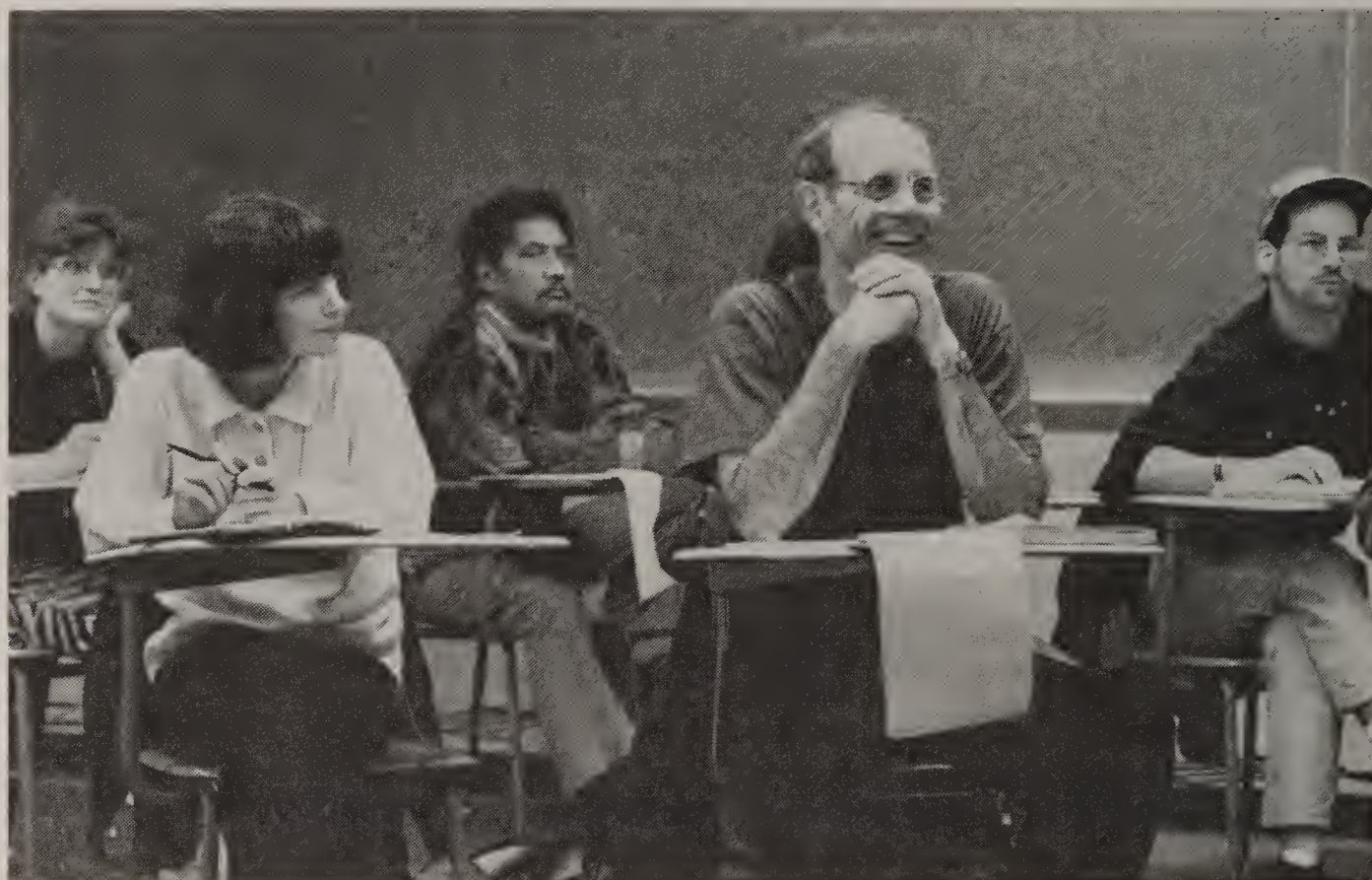
Admission to the M.A. in Marriage, Family, and Child Counseling

Since the state license in marriage, family, and child counseling allows its holder to engage in private practice using psychotherapeutic and counseling techniques, candidates will be selected on the basis of experience, previous academic background, and maturity with regard to life experience and professional goals. Applicants to the marriage, family, and child counseling program should be prepared and sufficiently motivated to complete the experience requirements as set forth by the Board of Behavioral Science Examiners on completion of the degree program. Any person who enrolls in a qualifying graduate degree program preparing for licensure as a marriage, family, and child counselor on or after Jan. 1, 1990, is required to register as a trainee with the Board of Behavioral Science Examiners. The one-time registration fee is \$25. Further information regarding these requirements may be obtained by writing to the Board of Behavioral Science Examiners, 1021 O Street, Sacramento, CA 95814.

COURSE REQUIREMENTS: COUNSELING DEGREE PROGRAMS

Required courses for the counseling degree programs are listed below. Elective courses should be taken in addition to required courses to fulfill the total number of quarter units in the student's program. Electives must be selected in consultation with a faculty adviser. Up to 3 quarter units of Field Laboratory (305) may be included as elective units.

Note: Nine core courses are required for all counseling degree programs: 200, 212, 216, 218, 219, 220, 227, 231, and 275.



Counseling Psychology students

Counseling Psychology (72 quarter units)

217, 312, 318, 319, 331A (two quarters), and nine electives

Counseling Psychology with an Emphasis in Health Psychology Students must complete all requirements for the 72-unit counseling psychology degree plus the health psychology required courses 291, 380, 381, 383, and 385 and four electives. Course 331H may be substituted for one quarter of 331A.

Counseling Psychology with an Emphasis in Marriage, Family, and Child Counseling 211, 217, 311, 312, 315, 318, 319, 333 (three quarters), and five electives

Marriage, Family, and Child Counseling (72 quarter units)

211, 217, 311, 312, 315, 318, 319, 333 (three quarters), and five electives

Marriage, Family, and Child Counseling with an Emphasis in Health Psychology Students must complete all requirements for the 72-unit marriage, family, and child counseling degree plus the core health psychology courses 291, 380, 381, 383, and 385 (333 is substituted for 331H).

MASTER OF ARTS IN COUNSELING

The Master of Arts in Counseling is specifically designed for one of two areas: (1) Health Psychology or (2) General Emphasis. This degree prepares students to counsel in some educational settings, community agencies, hospitals, private clinics, religious settings, and industry. The degree *does not* meet the content areas for the California State License in Marriage, Family, and Child Counseling.

A minimum of 51 quarter units is required for the Master of Arts in Counseling. If the applicant's background in psychology or related areas is weak, or if adequate work experience is lacking, as many as 9 additional quarter units may be required. Courses are selected by the student and adviser with the student's ultimate goal in mind. Courses to be included in the student's program are listed on Page 53. Persons accepted for the M.A. in Counseling will choose one of the two emphasis programs described below.

Emphasis in Health Psychology

Dale G. Larson (*Director*)

The Emphasis in Health Psychology program at Santa Clara University offers a concentration in health psychology within the counseling degree programs. The program focuses on applications of psychology to issues of health and disease at individual and societal levels. Course work concentrates on the development of knowledge and practical skills in the following areas: maintaining and promoting personal health; preventing disease; exploring the individual and social contexts of health problems; counseling healthy and ill individuals regarding health-related problems and issues; organizing and leading patient and staff support groups; and addressing interpersonal issues in health care settings.

The Emphasis in Health Psychology is designed for individuals with a combined interest in counseling and health psychology. Professionals already working in health promotion, nursing, hospice, occupational therapy, physical therapy, and other human service positions can expand their skills and involvements in counseling and health psychology. Graduates of the program work as agency and private practice counselors; health promotion specialists in industry, schools, and hospitals; counselors in employee assistance programs; and counseling and health specialists in other settings.

The emphasis is available to students in three Master of Arts program options: Counseling with an Emphasis in Health Psychology (51 quarter units); Counseling Psychology with an Emphasis in Health Psychology (72 quarter units); and Marriage, Family, and Child Counseling with an Emphasis in Health Psychology (72 quarter units). The 72-quarter-unit options provide a greater depth of training in counseling theory and skills and can allow the student to meet all the academic requirements for the California State License in Marriage, Family, and Child Counseling.

General Emphasis

Students who desire a 51-quarter-unit Master of Arts degree with an emphasis other than Health Psychology may develop a *general* program in close consultation with the program director. The student and program director create a contract listing the courses and units that will culminate in an M.A. in Counseling. Students must adhere to the contract in their course selections and successfully complete the comprehensive examination **in addition to the nine core courses**.



Counseling psychology students

Counseling (51 quarter units)

Emphasis in Health Psychology 318, plus the health psychology courses 291, 380, 381, 383, 385, and 331H. One elective can be selected in consultation with the program director.

General Emphasis 312, 318, 331 (two quarters), and five electives selected in consultation with the program director

The following information applies to students in all counseling programs:

Academic Performance Students must maintain at least a 3.0 grade point average throughout the degree program. A grade point average of 3.0 or higher is required in courses 200, 219, and 227 for continuation in the program regardless of grades earned in other courses.

Sequence of Courses CPSY 200, 218, 219, and 227 must be taken during the first nine courses of study. CPSY 219 has pre-group as a prerequisite, and the student is urged to enroll in pre-group within the first two quarters. Practicum should be taken after sufficient course work has been completed to make it a meaningful undertaking and should, therefore, occur in the last half of a student's program. Course work in preparation for practicum should include all nine core courses. If a student intends to qualify for the California State License in Marriage, Family, and Child Counseling, (s)he will need to complete three quarters of MFC Practicum (333), beginning the sequence in the fall quarter. Prerequisites for the MFC Practicum (333) include 311, 315, 318, and 319. Before beginning a practicum experience, the student must submit a certificate of malpractice insurance to 213 Bannan Hall. Students wishing to gain experience in counseling prior to qualifying for a practicum are encouraged to enroll in 308 or 309, or 305 (Field Laboratory). Students should note those courses that have prerequisites and plan accordingly.

Mandatory Pre-Group Experience Psychology of Group Counseling (219) is required of *all* counseling students. The prerequisites for 219 are 200, 218, and a small pre-group experience that should be completed during the first year of study. Pre-groups are conducted on campus by professional leaders (and advanced student assistants); are interpersonally oriented and ungraded; and are designed to facilitate personal growth and exploration, as well as the experience of the small-group process. The directed group experience is an opportunity to cope with individual issues that promote or inhibit counseling skills. Groups are offered each quarter.



Pre-group session for all counseling psychology programs

Ethical Principles The counseling psychology faculty and staff adhere to the “Ethical Principles of Psychologists” as adopted by the American Psychological Association. These ethical principles include the following:

1. Responsibility
2. Competence
3. Moral and legal standards
4. Public statements
5. Confidentiality
6. Welfare of the consumer
7. Professional relationships
8. Assessment techniques
9. Research with human participants
10. Care and use of animals

A copy of the “Ethical Principles of Psychologists” is available in the Office of the Dean, 226 Bannan Hall.

Self-disclosure Preparing oneself to become a professional counselor requires disclosure of personal thoughts and feelings on a deeper level than in other courses of study. As part of the educational process in the counseling program, students will be expected to engage in exercises and activities that require written or oral personal communication. Although the effectiveness of counseling training depends on students’ willingness to participate in a self-disclosing manner, individuals will determine their own level of self-disclosure.

Comprehensive Examination A written comprehensive examination will be given during the last quarter of study (summer session excluded) or after all required courses have been completed, with the exception of practica. The purpose is to facilitate a meaningful synthesis of the various concepts and experiences provided in the program. If needed, a second opportunity will be given to perform satisfactorily on the comprehensive examination. Passing the comprehensive examination is prerequisite to obtaining the Master of Arts degree.



Pat Moretti, M.A.
Internship/Practicum Coordinator

COUNSELING PSYCHOLOGY COURSE DESCRIPTIONS

Courses offered specifically for Education students are listed separately (see Pages 74–83); some courses are cross-referenced with Education.

200. *Psychology of Interpersonal Communications*

The theory and process of interpersonal communication, with laboratory training in effective listening, sending and confrontation, group discussion techniques, problem solving, and conflict resolution. These skills are fundamental for more advanced counseling and therapeutic techniques and have a wide application wherever effective communication is desired. (3 units)

211. *Human Sexuality*

Introduction to the physiological and psychosocial role development of human sexuality, along with sexual response and various forms of sexual expression. Laws and ethics regarding sexual expression; sexual dysfunctions and treatment based on the work of Masters, Johnson, and Kaplan. (3 units)

212. *Psychology of Relationships*

Study of the dynamics of interpersonal relationships in the family, couples, and educational and work environments. Includes traditional and nontraditional relationships. (3 units)

216. *Psychology of Human Development*

A developmental approach to the human life cycle from childhood through adulthood, with focus on significant transitions and passages. Includes coping with change in the personal, social, and transpersonal domains and how it has an impact on human growth and development. (3 units)

217. *Social Learning Theory*

Critical examination and evaluation of learning theories in educational and counseling psychology. Applications of reinforcement theory to behavioral control

and analyses in the classroom, family, and marriage. (3 units)

218. *Foundations of Psychotherapy and Personality*

A comprehensive review of fundamental concepts in counseling theory, psychopathology, and personality theory with special emphasis on family and relationship dynamics. Exploration of trait-factor, gestalt, psychoanalytic, cognitive, and perceptual-phenomenological theory and technique. (3 units)

219. *Psychology of Group Counseling*

Introduction to small-group dynamics. Techniques of small-group leadership and experiential involvement in group process. The phases of natural group development and ethical, professional leadership. *Enrollment limited. Prerequisites: 200, 218, and a pre-group experience.* (3 units)

220. *Research Methods*

Fundamentals of research and statistics in analyzing counseling and education. Emphasis on the review and interpretation of research literature, particularly in the areas of child development and psychotherapy, techniques used with exceptionality, as well as marital and family therapy. Discussion of formulations of research proposals and theses. (3 units)

226. *Principles and Procedures in Guidance*

Pupil personnel services, concepts, and procedures, such as staff roles and functions, community resources, professional ethics, and legal aspects of pupil personnel services. The use of data processing in education, particularly in pupil personnel services. *Prerequisite: 200.* (3 units)

227. Counseling Process and Problems

Intensive focus on the development of individual counseling skills through readings, discussion, and experiential exercises. Experience as counselor and client. Feedback on skill development. *Prerequisites: 200 and 218.* (3 units)

228. Advanced Counseling Process and Skills

Advanced skill building. Topics include responding to resistance and conflicted emotions; transference and countertransference; self-esteem in clinical practice; training in advanced individual therapy skills, drawing from experiential, time-limited dynamic, and interpersonal psychotherapy theory and techniques; extensive experiences as a counselor; videotaped feedback. *Prerequisite: 227.* (3 units)

231. Psychology of Differences

Study of the characteristics, research findings, service agencies, educational provisions, vocational implications, and personal and family adjustments of individuals reflective of the diversity in today's society. (3 units)

264. Object-Relations Theory: A Developmental Model of Psychotherapy

An introduction to the central ideas of the object-relations approach to psychotherapy. Critical concepts such as projective identification, transference/countertransference, the holding environment, internal objects, transitional phenomena, the therapeutic matrix, etc. Readings from the British school (Klein, Fairbairn, Winnicott) and American (Kernberg, Ogden, Kohut) blended with clinical material. *Prerequisite: 218.* (3 units)

266. Counseling the Adolescent

The adolescent from a developmental, sociological, and psychological dimension, with special emphasis on counseling strategies and action techniques appropriate

to this critical transition age. *Prerequisite: 200.* (3 units)

275. Ethical and Legal Issues in Counseling

Study of professional, legal, and ethical issues that emerge in marriage and family counseling, psychotherapy, and private practice; understanding values as a method of critical thinking and behavioral analysis. Students confront such issues as confidentiality, clients' rights, mediation, and child abuse. (3 units)

280. Psychology of Aging and the Family

Theories of aging and issues that concern the elderly; dynamics and complexity of intergenerational families; social responses to aging and concerns of the extended family. Integration of the psychology of aging and the dynamics of intergenerational families into practical counseling models for individual, family, and group therapy. *Prerequisite: 200.* (3 units)

282. Gestalt Therapy for Individuals and Couples

The theory and techniques of Fritz Perls and the Gestalt school. Emphasis on applications to family, individual, and couple counseling. (3 units)

291. Counseling the Terminally Ill and Family

Overview of skills, strategies, and situations that will prepare students for working with patients and families facing life-threatening illness, as well as with clients dealing with loss, grief, and death anxiety, including specific counseling skills, grief, coping, and the philosophy and practice of hospice care. *Prerequisite: 200.* (3 units)

298. Psychology and Spirituality

A comparative study of various Eastern and Western themes and schools of spirituality. In-depth exploration of the implications and relationship of these views to

counseling psychology. The nature of the human person and criteria for assessing a person's spiritual-psychological health and growth; stages of development; teachings on how to guide or work with another; and views on such themes as authentic love, humility, guilt, and discernment. (3 units)

300. Career Development and Life Planning

Examination of life styles and methods for providing vocational and educational guidance across the age span. The relationship of career development theory to vocational counseling in various settings (schools, clinics, rehabilitation, etc.) and techniques for assisting the client in effective use of educational and occupational information in decision making. (3 units)

303. Cognitive Therapy

Cognitive psychotherapy as basic to cognitive processing in the development of psychological distress. Examination of cognitive theory and how it is used in clinical practice. Lectures, readings, and experiential work in and out of class. *Prerequisites: 200 and 218.* (3 units)

305. Field Laboratory

Outside training and experience related to the student's professional goals. A description of the training and permission from the 305 coordinator must be obtained before registering for these units. Three quarter units are allowed. Permission is granted *only* on a proactive basis. Retroactive experience is not eligible for credit. Approximately 40 hours of involvement are required for each unit of credit, i.e., 3 units equals 120 hours of work. Permission is absolutely mandatory and must be obtained during the term *prior* to registration. (1–3 units per term; \$55 per unit)

308. Wilson Center Field Experience

Weekly seminars for developing and practicing basic counseling skills, with videotape feedback. On-site, one-way

mirror observation of family and child counseling sessions, with professional staff discussing aspects of the counseling observed after each session. Excellent opportunity for students to become involved in counseling early in the program before taking practica. *Prerequisite: 200.* (3 units)

309. Field Experience

For those who wish to augment their graduate studies with specialized training and/or experience outside the University in their own field of study. The field experience project must have significant bearing on the professional goals of the student and must be in addition to the student's regular commitment. As a general rule, 40 hours of qualified experience are equivalent to 1 quarter unit of credit. *Prerequisite: permission of adviser.* (1–6 units)

310. Independent Study

Supervised research initiated by the student. *A proposal must be submitted and approved by a faculty adviser prior to registration.* Negotiation with a faculty adviser is necessary prior to registration. The proposal *must* be in writing and have the signature of the approving faculty adviser. Full-time faculty are preferred advisers. With program director's written approval, an adjunct faculty member may serve as adviser; approval forms are available in Bannan 213. (1–6 units)

311. Psychology of Marriage Counseling

Methods of premarital, marital, sexual, and divorce counseling. Role playing. Extensive reading and writing requirements. *Prerequisites: 211 and 227.* (3 units)

312. Counseling for Contemporary Problems

Assessment, crisis intervention, and counseling methodology used in addressing the problems of child abuse, substance abuse and addiction, domestic violence, victims of violent crime, and suicide. Provides an overview of the psychosocial

factors and dynamics involved in the etiology and maintenance of these problems. Describes specific skills and interventions used in dealing with clients, their families, and involved community agencies and resources. *Prerequisite: 200.* (3 units)

313. Psychodrama

The theory of psychodrama applied to a variety of counseling situations. Spontaneity, role-reversal, doubling, sociograms. Participation in psychodrama. *Prerequisite: 200.* (3 units)

315. Advanced Seminar in Family Counseling

For students in the MFC program and others preparing for MFCC licensing. Examination in greater depth of the systems approaches presented in 212. Introduction to various strategies and procedures appropriate to working with families. Opportunity to practice counseling skills with simulated families. *Prerequisites: 212 and 227.* (3 units)

316. Therapeutic Use of Imagery and Symbol

Clinical training in the principles and practices of guided imagery used to access inner resources for insight, emotional and physical healing, and the higher realms of creativity. Emphasis on the skill of guiding others and facilitating useful interpretations of the client's powerful imaginal world. *Prerequisite: 227.* (3 units)

317. Therapeutic Interventions with Children

Exploration of how children communicate and various methods of communicating with children, verbally and nonverbally. Examination of therapeutic interventions within the context of the relationship of the child and the therapist. Completion of specific assignments

demonstrating therapeutic interventions required. *Prerequisite: 200.* (3 units)

318. Clinical Assessment I*

Study of the therapeutic decision-making process in the context of psychopathology and the clinical setting. Emphasis on the recognition, classification, and understanding of abnormal behavior. Traditional DSM III diagnostic areas of neurotic behavior, psychosis, affective disorders, psychophysiological disorders, and other abnormal life-style patterns. *Prerequisite: 218.* (3 units)

319. Clinical Assessment II*

Continuation of 318. Emphasis on diagnosis and clinical judgment, including such issues as type of impairment, degree of impairment, predictability, and treatment plan as well as sources of error judgment and how these errors are minimized. The use of individual, couple, and family assessment techniques, projective tests, personality inventories, and other instruments in a professional setting. *Prerequisite: 318.* (3 units)

330. Counseling Practicum: School

Supervised field experiences in educational, vocational, and personal guidance, stressing the use of counseling procedures for the age level at which the student is preparing to counsel. *Prerequisites: 219 and 226. To be taken during the final two quarters of a student's program. Two consecutive quarter terms are required. By permission only.* (3 units)

331A. Counseling Practicum: Agency

Field experience. Supervised counseling experiences in community services such as juvenile probation, mental health, community colleges, etc. To be taken in the second half of the counseling program, after completion of the counseling core.

* Students who must complete both Clinical Assessment I and II should enroll in sequential quarters in order to have the same instructor.

Weekly seminars for consultation and discussion with a licensed supervisor of such topics as case management and evaluation, referral procedures, ethical practices, professional and client interaction, confidential communication, and interprofessional ethical considerations. *By permission only. Must begin in September.* (3 units per term)

331H. Counseling Practicum: Health Psychology

Field experience in health psychology. Students engage in health psychology-related work (e.g., research, counseling, health promotion) at a practicum site. By permission; fall quarter only. Arrangements with site must be made before the beginning of fall quarter. (3 units)

333. Counseling Practicum: Marriage, Family, and Child

Supervised field experience designed specifically to meet California MFCC licensing requirements. Weekly seminars for consultation and discussion with a licensed supervisor of such topics as case management and evaluation, referral procedures, ethical practices, professional and client interaction, confidential communication, and interprofessional ethical considerations. *Prerequisites: 311, 315, 318, 319, and permission of instructor. Must begin in September.* (3 units per term; 9 units required)

380. Behavioral Management of Health

A biopsychosocial approach to health problems, including cancer, heart disease, eating and sleep disorders, pain and headaches, and obesity. Psychosocial factors in the etiology and maintenance of these health problems, health psychology assessment techniques, staff and patient support group development and facilitation as well as psychosocial treatment and prevention programs. Each student develops special expertise in one of these or other health problems. (3 units)

381. Promotive Health Psychology Practices

Introduction to health psychology theory, research and practice related to promotive health practices. Patient education, social support, holistic medical and self-care interventions, healthy and unhealthy life styles, nutrition, prevention, health locus of control, and health promotion in the workplace. (3 units)

383. Child Health and Development: Therapeutic Issues and Strategies

Focus on a variety of physical and mental health issues in children, including anxiety and sleep disorders, encopresis and enuresis, asthma and juvenile diabetes, anorexia and bulimia, child abuse, and self-esteem problems. Issues are viewed within a theory of child development. Emphasis on therapeutic skills and strategies for treating these and other disorders of infancy, childhood, and adolescence. *Prerequisite: 200.* (3 units)

385. Stress and Stress Management

Introduction to conceptual models of chronic stress in home, work, and community environments. Particular attention to methods and programs to assess as well as alter chronic stress. Emphasis on psychosocial factors in the etiology, maintenance, and modification of stress, along with biochemical/psychological processes. Intervention methods are demonstrated and practiced. (3 units)

389. Advanced Group Counseling

For students who have completed course 219 and wish advanced training in group-leadership procedures. Focus on practices of group therapy and on the complexities of the transference/countertransference of issues in groups. Both practical and academic approaches are taken; each student applies classroom learning to an ongoing group process situation. Extensive use of videotape, role playing, and hands-on practice. Recommended for students who

expect to do group counseling and therapy in their post-master's employment. (3 units)

390. *Advanced Seminar in Couples Therapy*

Specifically designed to help students conceptualize and plan treatment for couples from a variety of theoretical perspectives. Stress on issues of co-therapy, structured and nonstructured interviewing, transference and countertransference, and family of origin. Numerous demonstrations of clinical material. Class participation in problem-solving couples' difficulties. Examination of divorce issues and alternative lifestyles. *Prerequisite: 311.* (3 units)

391. *Hypnotic Techniques in Counseling and Therapy*

Introduction to hypnotherapeutic techniques in the therapy context. Students learn to induce trance states and the appropriate application of these for therapeutic purposes. Stress on ethical utilization. Exploration of both traditional and indirect hypnosis. A clinically oriented course; research and literature are used to support the clinical application of hypnosis for such issues as pain control, memory retrieval, anesthesia, habit control, and direct therapy. *Approved by the Board of Behavioral Science Examiners for MFCC practice. Prerequisite: 200.* (4 units)

392. *Dreamwork and Depth Psychology*

Application of psychoanalytic concepts of projection, resistance, reaction-formation, unconscious motivation, the shadow, persona, etc., to situations within and outside the traditional clinical milieu. Dream interpretation theory and the clinical use of dream interpretation using psychoanalytic, gestalt, and Jungian methods. Related topics on folklore, fairy tales, advertising, nuclear anxiety, and symbolic interpretation may be covered. (3 units)

393. *Counseling Psychology Applied to Business and Industry*

Overview of how to adapt counseling psychology attitudes and skills to the corporate milieu. Focus on corporate culture, management, training, employee relations, and trends toward humanizing business and industry. *Prerequisite: 200.* (3 units)

399. *Thesis*

Optional course; usually selected by candidates preparing for doctoral studies. The thesis should concern a recognized problem in the student's field of specialization, should make a scholarly contribution to the extant body of knowledge in this area, and should review the principal sources of knowledge. Format should follow that established by the American Psychological Association. Supervision and review of the thesis provided by faculty member(s) designated by the dean of the Division of Counseling Psychology and Education. Requirements for thesis submission are negotiated with the thesis faculty director. (3-6 units)

EDUCATION PROGRAMS

TEACHER EDUCATION PROGRAM

Joyce E. King (*Director*)

The Teaching Credential program is designed to meet California state credential requirements for teaching grades K through 12 under the California Teacher Preparation and Licensing Law of 1970, commonly known as the Ryan Act, the Hughes-Hart Reform Act of 1983 (SB-813), and the Teacher Education Bergeson Act of 1988 (SB-148). Santa Clara University is approved by the Commission on Teacher Credentialing to recommend qualified candidates for the multiple-subject (essentially elementary) teaching credential and the single-subject (essentially junior and senior high) teaching credential.

The aim of the Teacher Education program at Santa Clara University is to develop teachers who demonstrate excellence in both the theory and practice of teaching and who contribute positively to the growth in knowledge, competence, imagination, social responsibility, and self-esteem of children and adolescents of all abilities and backgrounds.

Basic Teaching Credentials

Multiple-Subject Teaching Credential This credential is for those who plan to teach multiple subjects in a self-contained classroom (essentially elementary schools). The academic major for undergraduates at Santa Clara who plan to obtain this credential is the Liberal Studies program. Students who have not completed this program must pass the Multiple-Subjects Assessments for Teachers (MSAT) in order to verify subject-matter competence.

Single-Subject Teaching Credential This credential is for those who plan a teaching career in junior high or senior high schools in particular subject areas. California teaching credentials are available in the following subject areas: agriculture, art, business, English, government, health science, history, home economics, industrial arts, languages, life science, music, physical education, physical science, and social science.

Ten approved, single-subject-matter preparation programs are offered at Santa Clara: biology, chemistry, combined sciences, English, history, physics, political science, French, German, and Spanish.

Students who do not complete one of these approved subject-matter programs or who wish to obtain a credential in an area for which Santa Clara does not have such a program must pass subject-matter exams in order to verify subject-area competence. Information regarding subject-matter examinations is available in the Division Office, 213 Bannan Hall. *It is highly recommended that these examinations be passed prior to entering the credential program. The subject-matter competency **must** be met prior to enrolling in student teaching (Education 321) (winter quarter).*

The learning handicapped credential and resource specialist certificate require that students hold either a basic multiple- or single-subject credential. The administrative services credential requires a prior basic or pupil personnel certificate.

Minimum Requirements

The minimum requirements for each teaching credential include (1) a baccalaureate or higher degree in a subject area (not in professional education) from an accredited institution; (2) completion of an approved program of professional education, including student teaching; (3) passage of the California Basic Educational Skills Test (CBEST); (4) approved course work or an exam on the provisions and principles of the U.S. Constitution; (5) demonstration of a knowledge of the various methods of teaching reading by completion of course work or passage of an approved examination; and (6) completion of a state-approved subject-matter preparation program or passage of a subject-matter exam (in the area one plans to teach).

A clear teaching credential may be earned by meeting the minimum requirements plus the additional requirements of a fifth year of study, approved courses in health education and computer education, and a course in teaching children with exceptional needs in the regular classroom. Required courses in health ed-



Joyce E. King, Ph.D.
Associate Professor
of Education

ucation and computer education are offered through the Division's continuing education program. Students are encouraged to complete *approved* course work in health education and the U.S. Constitution *prior* to enrolling in the credential program.

Effective Feb. 1, 1983, the Commission on Teacher Credentialing does not initially issue any credential, permit, certification, or renewal of an emergency credential unless the applicant has passed the CBEST.

For further information, contact the Division Office or the commission in Sacramento.

Pre-service Credential Program

The Pre-service Credential program is a full-time, 45-quarter-unit program for prospective multiple-subject teachers (elementary grades) and single-subject teachers (junior and senior high). The program includes graduate course work in educational foundations, curriculum design, teaching methods, supervised student teaching, and an experiential immersion in a culturally diverse setting. Candidates have the opportunity to work in and out of the classroom with students from diverse cultural and ethnic backgrounds as well as with students with special needs.

The Pre-service Credential program is designed to provide extensive experience in the schools as well as a diversified course of study in educational theory and practice at the University. The program includes the following sequences:

Directed Teaching Education 306A, 320, 321, 322, 323, 325, 326. This sequence provides teaching and learning experiences in the classroom and in community settings (first in an immersion experience, next as a teaching assistant, and then as a student teacher), coupled with weekly seminars at the University.* Education 323, taken concurrently with 321, provides training in teaching students with special needs in the regular classroom. *A passing grade, equivalent to a B, is required for Education 321 and 322.* Students must travel to and from the University and student placement sites in the greater San Jose area. Therefore, access to a car is recommended.

Note: Evidence of liability coverage is required before students can be permitted to student teach or participate in practicum/field experiences. Information concerning liability coverage is available in 213 Bannan Hall.

Foundations of Education Education 249, 250, 251, 252. This sequence draws from the disciplines of philosophy, psychology, sociology of education, and curriculum development and includes training in interpersonal/cross-cultural communication skills.

Teaching of Reading Education 284, 285 or 287, 288. This sequence consists of courses in reading and literature appropriate to the age level one plans to teach.

* Because of the nature of the required immersion experience, students enrolling in the directed teaching sequence must be available for full participation during the first two weeks of September.

Most students complete the Pre-service Credential program as a fifth year of study, although students who have completed all University course requirements for graduation by the end of their junior year (including their major requirements) are able to complete the program in their senior year. In such cases, an additional 45 quarter units of an approved program must be completed within five years to obtain a clear teaching credential.

In special circumstances, and with prior approval, the Pre-service Credential program may be completed in two years. Students choosing the two-year program must seek advisement concerning appropriate course sequencing. Although this option is available to students, the one-year plan is more highly recommended as it provides greater continuity and a sharper focus of energies.

In-service Credential Program

The In-service Credential program is designed for persons who already have some teaching experience and/or academic background in professional education. A program of study for each individual, which includes demonstrated competency in teaching in diverse cultural settings, will be prepared in consultation with the director of teacher education. The design of the program will be determined by consideration of past course work, teaching experience, and demonstrated teaching competencies. Most students in this program are working on completion of the requirements for a basic clear teaching credential. When all requirements in the Santa Clara professional preparation program have been met, students in this program may apply course work in a specialist program or a Master of Arts degree program toward completion of the clear teaching credential. The program may be completed on a part-time basis. Applicants are accepted during any quarter. Consult the program director for advisement about the schedule of course offerings. Teacher education courses are sequential and are not offered each quarter.

All persons considering application to the In-service Credential program must first have a credential consultation with Julie Malvey, director of continuing education. Contact the Division of Counseling Psychology and Education (408-554-6801) for an appointment. There is a \$35 charge for this service.

Candidates who are interested in working concurrently on their basic teaching credential and their special education or educational administration credentials should contact the director of teacher education and the director of special education/educational administration. They must apply to **both** programs.

Admission Requirements for Credential Programs

The admissions deadline for the basic teaching credential program is April 1. Admission requirements for the credential program are as follows:

1. An overall grade point average of 2.75, with a 3.0 in the academic major
2. A positive attitude toward the teaching profession and its responsibilities
3. Demonstrated competence in reading, writing, and speaking English as attested to by course work, a recently written paper, or a recommendation from the applicant's major adviser

4. Absence of criminal conviction that would preclude the issuance of a teaching credential
5. Three letters of recommendation from the following:
 - a. at least one professor from the student's major field, preferably the student's adviser
 - b. teachers who have supervised the student's practicum work in elementary or secondary school (in-service candidates who have had teaching experience must submit two letters from principals and/or supervisors) or employers or professional colleagues who are well acquainted with the student's skills in working with youth
6. Verification of successful practicum work and/or experience with children or youth groups
7. Interviews with the director of teacher education and other faculty members
8. A written statement, which may be completed at the time of the interview, that states the candidate's reason for entering the teaching profession (in-service candidates will additionally be asked to summarize their goals for continuing their professional education at Santa Clara University)
9. Submission of recent GRE or MAT scores and CBEST scores

Note: It is highly recommended that applicants complete the subject-matter requirement by passing subject-matter examination(s) before beginning a credential program. The subject-matter competence must be met before enrolling in Education 321 (winter quarter).



Teacher Education Program students

SPECIAL EDUCATION PROGRAMS

Ruth E. Cook (*Director*)

The Special Education programs prepare graduate students to work in a variety of settings with individuals who exhibit learning problems. Instruction includes a sound introduction to theories of behavior and learning, methods of educational diagnosis, and implementation of remedial teaching techniques. Individual attention, as well as consideration of past experiences and/or prior course work, is given to each entering graduate student.

Note: Evidence of liability coverage is required before students can be permitted to student teach or participate in practicum/field experiences. Information concerning liability coverage is available in 213 Bannan Hall.



Ruth E. Cook, Ph.D.
Associate Professor
of Education

Master of Arts in Special Education

This program is composed of 10 core courses in special education and counseling. Five pertinent additional courses are selected in consultation with an adviser to complete the required 45 quarter units. Students who elect this course of study are pursuing careers concerned with exceptionality in a variety of occupational areas such as physical therapy, nursing, speech therapy, geriatrics, or community college teaching.

Requirements

Education 236, 240, 241, 242, 247, and 305C
Counseling Psychology 200, 217, 220, and 332

Master of Arts in Special Education and Specialist in Learning Handicapped Credential

This program is composed of 45 quarter units of study in special education, other areas of education, and counseling psychology. Students selecting this program must hold or be eligible for a valid California basic teaching credential. The program has been approved by the Commission on Teacher Credentialing; eligible graduates receive the learning handicapped specialist credential.

Requirements

Education 218, 236, 240, 241, 242, 247, 248, 305C, 306B, 332 (two quarters), and 350
Counseling Psychology 200 and 220

Specialist in Learning Handicapped Credential

This program is designed for those applicants who have completed course work elsewhere and need to have this work evaluated in terms of eligibility for the learning handicapped specialist credential.

Requirements

Determined by evaluation and individual need

Internship in Learning Handicapped Credential

Students eligible for admission into the Special Education program may also be eligible to apply for the Internship Specialist in Learning Handicapped Credential. This credential allows students to be hired by public school districts to fill positions as learning handicapped special day class teachers while completing their course work. Students are expected to complete all course work within two years. During this time, interns are closely supervised by the hiring school districts and the University. Interested students should contact district directors of special education and the University program director.

Requirements

Courses for the Special Education programs are selected from the following:

Education 218, 236, 240, 241, 242, 247, 248, 305C, 306B, 332, and 350
Counseling Psychology 200 and 220

Note: Students in all Special Education programs will be expected to demonstrate or achieve basic computer competency.

Clear Resource Specialist Certificate of Competence

This program is designed for current special education teachers who wish to obtain the Clear Resource Specialist Certificate of Competence. To be eligible to enter the program, an applicant must possess a valid California special education credential and be an experienced teacher.

Requirements

Education 236, 247, 305B, 332, 349, and 351
Counseling Psychology 217 or Education 218

MASTER'S EMPHASIS AND CERTIFICATE PROGRAM IN EARLY INTERVENTION SERVICES

Ruth E. Cook (*Director*)

This special education master's emphasis and certificate program is designed to meet the increasing demand for personnel with specialized training to work with young children with special needs and their families. The program focuses on a multidisciplinary approach to planning and implementing services for these children. Central to the program is the belief that specialized skills are required if one is to work effectively with young children to provide the early intervention so necessary for the promotion of optimal growth and development.

This competency-based program is appropriate and valuable for individuals from a variety of backgrounds and interests: early education teachers, parents, special educators, physical and occupational therapists, psychologists, nurses, social workers, communication specialists, and others from allied fields who desire more specialized training in early childhood special education. The heavy emphasis on family involvement benefits personnel in a broad range of social service agencies.

An Early Childhood Special Education Certificate will be awarded on completion of eight courses, each carrying 3 graduate or continuing education units (CEUs). The following courses are included in the course of study: Education 234, 235, 236, 237, 238, 305D. Those seeking a master's degree must take an additional approved 21 units, selected from a wide variety of related course work.

Before applying to this program, please contact Dr. Ruth Cook, program director (408-554-6801).

MASTER OF ARTS IN INTERDISCIPLINARY EDUCATION

Joyce E. King (*Director*)

The Master of Arts in Interdisciplinary Education is a 45-quarter-unit program designed specifically for educators who wish to develop a wide range of competencies and experiences. It is especially suited to the professional classroom teacher who wishes a broader expertise in education. This program offers an interdisciplinary core of required courses selected from three major areas: Special Education, Counseling Psychology, and Educational Administration. Students must complete the required core courses (30 units) and elect an emphasis area in which to complete at least 9 additional quarter units from a recommended list. Other graduate courses may be taken as electives with the approval of the program director of that program. Students who have completed the fifth-year Teacher Education program at Santa Clara University may transfer 9 units of prior work (Education 249, 250, 251, and 306A) into this master's program.

Requirements

Education 220, 240, 241, 242, 343, 366, 370
Counseling Psychology 200, 217, 231

Nine additional quarter units of elective course work in an emphasis area approved by the program director must be selected from graduate course offerings in Special Education, Counseling Psychology, and/or Educational Administration. The following courses are recommended for emphasis in one of these program areas:

Special Education 247, 248, 332, 350
Counseling Psychology 212, 266 and/or 317, 216 and/or 300
Educational Administration 361, 363, 374, 423

MASTER OF SCIENCE IN TEACHING MATHEMATICS

Prerequisites

Applicants to this program must have an undergraduate major in mathematics or a substantial minor (an elementary calculus sequence plus at least two upper-division mathematics courses).

Requirements

Mathematics 35 to 45 quarter units of approved upper-division or graduate

mathematics courses, including Problem Solving (172); Advanced Topics for Secondary School Teachers (270, 271); and Master's Essay (290).

Education Up to 10 quarter units may be substituted for mathematics units. These units must be approved and taken in graduate status.

For further information and application materials, please write or call the Mathematics Department, 1 O'Connor Hall, Santa Clara University, Santa Clara, CA 95053 (408-554-4525).

EDUCATIONAL ADMINISTRATION PROGRAM

Lee Mahon (*Director*)

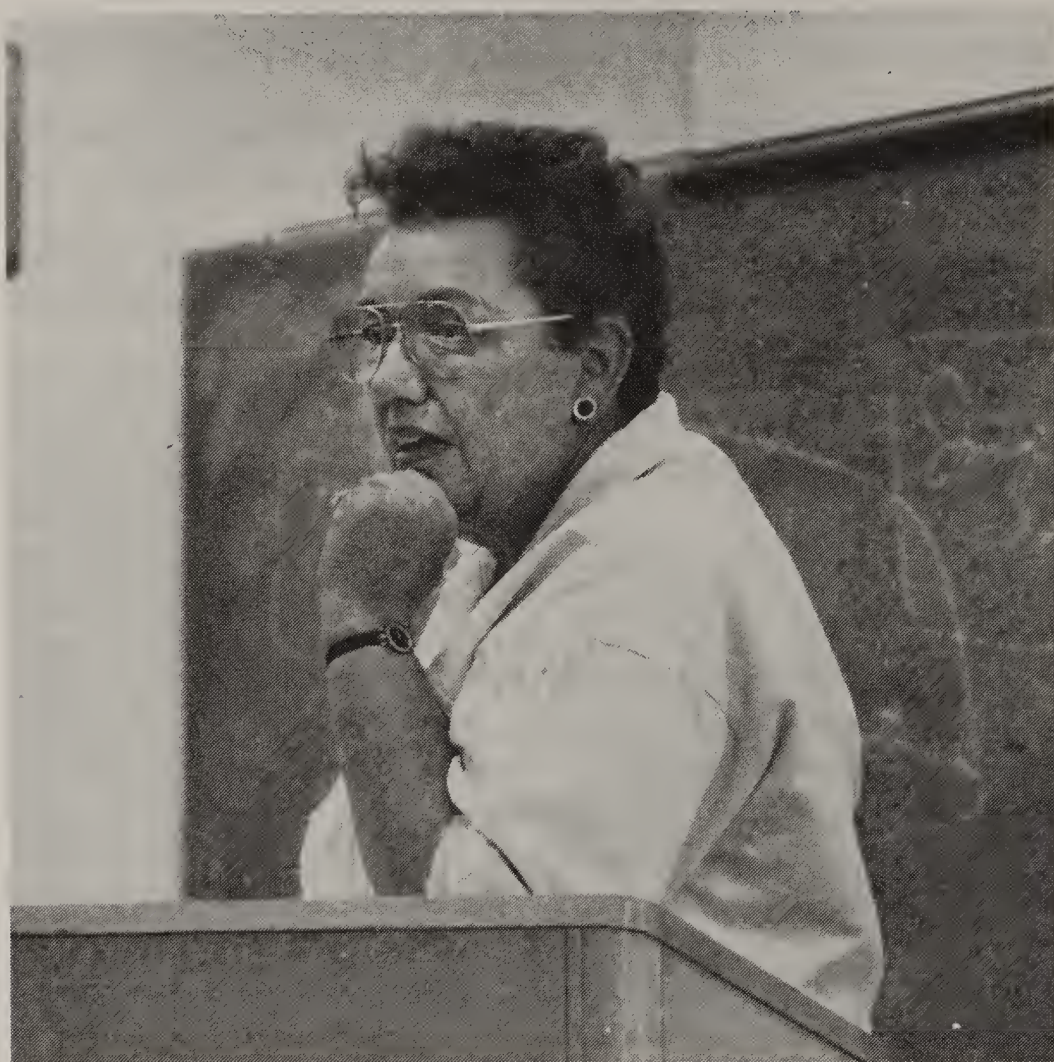
Leadership is not a mystical or mysterious activity. It requires talent, energy, and, above all, training. Most individuals go through their lives using barely a fraction of their talent and potential for leadership. This unused human talent and energy is massive; working to tap that reservoir is the exciting mission of the Educational Administration program. Its goal is to seek out, develop, and train the future leadership of our educational systems—public and private, elementary, secondary, and postsecondary. In *On Leadership*, John Gardner claims for every effectively functioning leader in our society, there are five or 10 others with the same potential who have never led. Now is the time to lead!

Master of Arts in Educational Administration Preliminary and Professional Administrative Services Credentials

Preliminary Administrative Services Credential

The 45-quarter-unit program leading to a Master of Arts in Educational Administration and an Administrative Services Credential consists of a training program in leadership, curriculum and instruction, school management, governance and politics, legislation and finance, human resource development, and school-community relations. Designed to provide sound theoretical and field-oriented experiences, the program emphasizes instruction by practicing school administrators. This unique concept of training and instruction from those who are directly involved in school administration symbolizes leadership at its best.

Program Prerequisites Candidates for the Preliminary Administrative Services Credential must (1) demonstrate a 3.0 grade point average in postbaccalaureate work, (2) hold a valid teaching or pupil personnel credential, and (3) have demonstrated three years of successful teaching or pupil personnel work. In the first quarter of course work, candidates must receive a passing score on the California Basic Educational Skills Test (CBEST).



Lee Mahon, Ed.D.
Lecturer in Education

Course Requirements Education 360, 361, 362, 363, 364, 365, 366, 367. In addition, candidates must complete from 6 to 12 electives (depending on the program) from selected graduate courses, including but not limited to Education 369, 372, 373, 374, and 375. Under special circumstances, a candidate may enroll in Education 310 (Independent Study) if approved by the program director. *Students interested in only the credential must design a course of study in consultation with the program director.*

Professional Administrative Services Credential

A 36-quarter-unit state-mandated program for students who received their Preliminary Administrative Services Credential after 1985 and who have been appointed to an administrative position in a local school, district, or county office. The program recognizes and prepares dynamic and creative leaders in advanced school administration and provides a network and support system for new administrators.

Program Prerequisites Candidates for the Professional Administrative Services Credential must (1) demonstrate a 3.0 grade point average in all graduate-level work and (2) hold an administrative position.

Course Requirements Education 400A, 400B, 401, and 402 as a core program; 403 and 404 as a core program; 405 and 406 as a core program; 407 and 408.

Master of Arts Degree in Educational Administration with an Emphasis in Higher Education Course Requirements

Education 360, 362, 363, 364, 365, 366, 367 or 368, and 371. In addition, candidates must complete from 6 to 12 electives (depending on the program) from selected graduate courses including but not limited to Education 369, 372, 373, 374, 375, and 376. Under special circumstances, a candidate may enroll in Education 310 (Independent Study), if approved by the program director.

Internship Program

The internship program is a specialized program designed to accommodate students who hold, or have been appointed to, administrative positions at the University or elsewhere. Available only with the approval of the program director.



Educational Administration Program students

SCHOOL BUSINESS MANAGEMENT CERTIFICATE PROGRAM

A 30-quarter-unit program that provides an opportunity for certificated and classified personnel to develop a specialization in school business management in the public and private school setting. It also affords the opportunity for superintendents and other administrators to obtain a greater understanding of the business operations of a school district.

Admission to the program is open to all candidates who hold a bachelor's degree from an accredited institution of higher learning, have demonstrated superior scholastic aptitude, and are interested in school business management. A School Business Management Certificate is awarded on completion of the required 30 quarter units.

With an additional 15 quarter units, an individual may obtain a master's degree in educational administration while obtaining the School Business Management Certificate.

Course Requirements

Certificate Program Education 420, 421, 422, 423, 424, 425, 426, 427, and 428

Master's Program All the certificate program requirements and Education 360, 366, 367, and/or a choice of 369, 374, or 375 or 376

EDUCATION COURSE DESCRIPTIONS

217. Social Learning Theory

Critical examination and evaluation of learning theories in educational and counseling psychology. Applications of reinforcement theory to behavioral control and analyses in the classroom, family, and marriage. (3 units)

218. Classroom Ecology: Applied Behavior Analysis

Principles and procedures of applied behavior analysis with applications to the special, correctional, and regular classroom. Strategies for managing behavior problems in the classroom. Assessment, documentation, and intervention for disruptive, aggressive, social, academic, and self-injurious behaviors. Primary emphasis on teaching students with mild to moderate learning and behavior problems. Required at the beginning of the Learning Handicapped Internship program. (3 units)

220. Research Methods

Fundamentals of research and statistics in analyzing counseling and education. Emphasis on the review and interpretation of research literature, particularly in the areas of child development and psychotherapy; techniques used with exceptionality, as well as marital and family therapy. Discussion of formulations of research proposals and theses. (3 units)

233. Administrative and Counseling Aspects of Special Education

Exploration of legal, financial, and ethical basis of educating the handicapped from the viewpoint of administrators and counselors. Decision making, placement alternatives, staff selection and training, record keeping, program evaluation, coordination of community resources, requisites for effective mainstreaming and use of paraprofessionals, consideration of parental rights and needs. (3 units)

234. Medical/Health Aspects of Early Intervention

Materials relating to medical and health problems evolving from prenatal and perinatal developmental risk factors. Introduction to interpretation of medical histories and reports; health, safety, and nutritional needs specific to young children with disabilities; adaptive equipment and prosthetic devices; handling young children with physical impairments; family reactions and coping strategies; community resources. Core course. (3 units)

235. Typical/Atypical Child Development

Introduction to the rich variety of typical and atypical growth and development in infants and children (birth to 5 years). Concepts are presented from physiological systems and developmental domain perspectives to provide a greater breadth of understanding and conceptualization of growth and development. Participants compare and contrast developmental scales, assess a child using the physiological and domain perspective, and integrate these two perspectives to gain a more holistic view of the growing and developing child. Core course. (3 units)

236. Family Systems and Resources

The philosophical and legal bases for family involvement in the process of early intervention. Theoretical models of family systems and caregiver-child interactions; assessment of family systems with these models. Topics include development of collaborative individualized family intervention programs based on individual family concerns and understanding parents' rights in relation to the provision of services for a child who is disabled or at risk for developmental delay. Core course. (3 units)

237. Infant and Preschool Assessment and Intervention I

Assessment practices appropriate to young children with special developmental needs. Appropriate utilization of assessment tools and strategies; accurate in-

terpretation and reporting of assessment results. Core course. *Prerequisite:* 235. (3 units)

238. Infant and Preschool Assessment and Intervention II

Implementation of intervention programs consistent with IEP/IFSP guidelines. Evaluation of intervention programs for young children and their families, and relating to parents as co-equals on the intervention team. Core course. *Prerequisites:* 235 and 237. (3 units)

240. Introduction to Learning Handicapped

Investigation of the field of learning handicapped in terms of function and dysfunction of the information-processing system for learning. Theories and practices that have influenced the field. Examination of observable characteristics and indicators of system dysfunction. Lectures and observation/participation. (3 units).

241. Diagnosis and Prescription for Learning Handicapped

Administration and interpretation of educational assessment instruments and how to synthesize results with existing clinical information to build a clear behavioral picture of learning function and dysfunction in the learning handicapped individual. *Prerequisite:* 240; concurrent 305 required. (3 units)

242. Intervention and Remediation for Learning Handicapped

Translation of relevant information into effective education programs for students with learning handicaps. Remedial methods and materials. Lectures and practical application. *Prerequisite:* 241 or equivalent. (3 units)

243. Delinquent, At-risk, and Nonconventional Students

Concepts and characteristics of child and adolescent delinquency, gangs, substance abuse, family violence and abuse, teen-

age parenthood, and dropout, antisocial, and nonconventional behavior. Introduction to the correctional education, special education, juvenile justice, and social welfare systems. Effective practices for teachers, counselors, and administrators, including crisis, safety, and weapons management. (3 units)

244. Correctional Education

Principles and procedures of correctional education and correctional special education, including current research on best practices. Discussion of prosocial development and skills, functional assessment and curriculum, correctional special education, criminal justice, vocational programs, aggression reduction, prejudice reduction, life skills training, comprehensive systems, and transitional planning. Examination of curriculum approaches and model programs. (3 units)

247. Systems for the Nonconventional Learner

Exploration of policy and procedure pertinent to the special education system in terms of standardized assessment, management, finance, laws, regulations, and other compliance requirements as they relate to nonconventional learners. Lectures and group discussions. (3 units)

248. Language: Structure and Function

Terminology, historical background, acquisition, etiology, and problems related to language disabilities in children. Specific attention to language assessment and intervention for the learning handicapped student. (3 units)

249. Interpersonal/Cross-cultural Communication

Focus on building effective interpersonal and cross-cultural communication skills and the application of these to teaching. *Required of all pre-service teacher education students.* (2 units)

250. Social Foundations in Education

Examination of the philosophical and social bases of education and value questions that relate to psychology and curriculum. Designed to develop a carefully considered philosophy of teaching and learning. *Required of all pre-service teacher education students.* (3 units)

251. Psychological Foundations of Education

Examination based on the disciplines of developmental and educational psychology of theories and patterns of learning, development, instruction, and individual differences as they relate to teacher practices and educational programs. *Required of all pre-service teacher education students.* (3 units)

252. Curriculum Foundations and Methods

Focus on curriculum design, implementation, and evaluation at the elementary and secondary levels. Students develop curricula appropriate for their directed teaching assignment using a diagnostic-prescriptive approach. *Required of all pre-service teacher education students.* (6 units)

284. Reading in the Elementary Schools

The many aspects of the teaching of reading in the elementary schools, including an examination and critique of the more notable reading approaches, methods, and materials. Emphasis on diagnostic-prescriptive teaching of reading. (3 units)

285. Children's Literature

Exploration of literature written for children: history and development of literature for children—authors, illustrators, and various genres; investigation of strategies for teaching literature as part of the English program; use of varied media and methods of presentation. (3 units)

287. Reading in the Content Areas

Exploration and understanding of language, reading, writing, and literature in the context of how children and adolescents learn, learn to read, and learn through language and reading. A survey of the approaches, methods, and materials used by single-subject teachers for reading instruction in the content areas and language facilitation throughout the curriculum. Emphasis on teaching and learning strategies. *Must be taken concurrently with Education 288.* (5 units)

288. Literature in the Secondary School

Selection, preparation, presentation, and use of adolescent literature by the content reader in the secondary school. Emphasis on the use of literature to increase student reading, comprehension, and language expression in the context of adolescent development and issues. *Must be taken concurrently with Education 287.* (1 unit)

305A. Field Laboratory: General

Supervised field work under direction of outside educational specialists. Focus on training and experience related to professional goals. *Prerequisite: permission of faculty member prior to registration.* (1–3 units; \$55 per unit)

305B. Field Laboratory: Resource Specialist Program

Supervised field work under the direction of a certified resource specialist. Focus on demonstration of the skills and knowledge necessary to function effectively in the resource specialist roles of consulting, coordination, parent education, staff development, in-service training. Implementation of laws, regulations, and other compliance requirements. *Prerequisite: acceptance into the Resource Specialist Certificate program.* (3–6 units; \$55 per unit)

305C. Field Laboratory: Special Education

For those seeking the specialist credential and/or master's degree in the area of special education. The field experience project must be in addition to the student's regular commitment and must have a significant bearing on the student's training. As a general rule, 40 hours of qualified experience are equivalent to 1 unit of credit. *Adviser's permission is required prior to registration.* (1–6 units; \$55 per unit)

305D. Multiagency Practicum Experiences

Three multiagency practicum experiences individually designed in collaboration with the faculty and cooperating practitioners after self-evaluation and review of cumulative competencies. A network of practicum sites offers students a wide variety of field-based opportunities, including home visiting, classroom teaching, developmental assessment, parent-professional collaboration, and intervention planning and delivery. Preparation for providing leadership and specialized services in a wide variety of educational, health care, and community settings. *Prerequisite: permission of instructor.* (3 units; \$55 per unit)

306A. Immersion Experience: Human Service in Diverse Settings

A supervised immersion and service experience in urban, culturally diverse community agencies with daily, guided, dynamic reflection. Focus on personal and professional development of students and on the integration of the academic and practical aspects of education as a human services profession. A one-week intensive orientation course. *Required of all pre-service teaching students.* (1 unit)

**306B. Immersion Experience:
Human Service in Diverse
Settings**

A supervised immersion and service experience in urban, culturally diverse community agencies with guided, dynamic reflection. Focus on students' personal and professional development and the integration of the academic and practical aspects of education as a human services profession. Emphasis on personal competence in multicultural service. (1 unit)

307. Measurement and Evaluation

Theory and practice of standardized test development and testing procedures, the applications and limitations of standardized tests, and techniques of administering and interpreting group tests. Primary focus on school-related assessment. (3 units)

309A, 309B. Field Experience

For those who wish to augment their graduate studies with specialized training and/or experience outside the University in their own field of study. The field experience project must have significant bearing on the professional goals of the student and must be in addition to the student's regular commitment. As a general rule, 20 hours of instruction or 40 hours of qualified experience are equivalent to 1 quarter unit of credit. *Adviser's permission is required prior to registration.* (1–6 units)

310. Independent Study

Supervised research initiated by the student. Negotiation with a faculty adviser is necessary prior to registration. The proposal *must* be in writing and have the signature of the approving faculty adviser. Full-time faculty are preferred advisers. With program director's written approval, an adjunct faculty member may serve as adviser; approval forms available in Bannan 213. *Prerequisite: A proposal must be submitted and approved by a faculty adviser prior to registration.* (1–6 units)

320. Directed Teaching I

First in a sequence of three field experience courses. Designed to introduce the teacher credential candidate to curriculum and instruction in the public schools at all levels. Morning practica are combined with weekly seminars in which students have an opportunity to discuss problems and issues in public education. *Prerequisite: admission to the Teacher Education program.* (3 units)

321. Directed Teaching II

Second course in the directed teaching sequence. Teacher credential candidates engage in teaching under the supervision of an experienced resident teacher in the public schools. Students are assigned to specific teaching positions in the morning and take course work in the afternoon, thereby facilitating the interrelating of theory and practice. *Prerequisites: 320 and completion of subject-matter requirement.* (3 units)

322. Directed Teaching III

Last course in the directed teaching sequence. Designed to offer a full-time student teaching experience. *Prerequisite: 321.* (12 units)

**323. Directed Teaching: Teaching
Students with Special Needs in
the Regular Classroom**

Designed to give prospective teachers in elementary and secondary schools training in the theory and practice of teaching students with special needs. Focus on mainstreaming. A concurrent field experience is required. (3 units)

**324. Directed Teaching for In-
service Teacher Education
Students**

Designed for students in the in-service program who are completing their directed teaching requirement. Supervised student teaching and a weekly seminar. (6–12 units)

325. Directed Teaching: Teaching Linguistically Diverse Students

Training in the theory and practice of teaching linguistically diverse students for prospective teachers in elementary and secondary schools. Focus on English as a second language. A concurrent field experience is required. (2 units)

326. Directed Teaching: Educational Technology Methods and Applications

Use of current technologies when preparing and presenting curriculum materials and during classroom instruction. Required assignments include developing and presenting lessons using new technology. *Prerequisite: 14x669 (Computer Education for Teachers).* (1 unit)

332. Practicum: Learning Disabilities

Supervised field experience in diagnosing and teaching students with learning handicaps. *Limited enrollment; permission to enroll must be obtained well in advance of registration.* (1–6 units)

340. Adapting Early Education for Children with Special Needs

Examination of the developmental, learning, and behavioral characteristics of young children with special needs. Focus on techniques for adapting early childhood curricula to facilitate optimal development within the least restrictive environment. Specific attention given to parent-professional collaboration, analysis of existing instructional models, and classroom organization. (3 units)

343. Computer Competencies for Educators

A general overview of microcomputers and applications programs. Topics include general operations, word processing spreadsheets, database management, personal filing system, graphic and computer programming, evaluation of software, and direct applications to the classroom. At-

tendance is essential; opportunities for laboratory practice provided. (3 units)

349. Role and Competencies of the Resource Specialist I

Focus on the role of the special educator as a resource specialist involved in consulting, staff development, in-service training, and parent education. Lectures, demonstrations, and discussions emphasizing practical skills and knowledge.

Prerequisites: 217, 247, and 332. (3 units)

350. Diagnostic Techniques in Reading

Examination of reading in terms of information processing and its pertinent psycholinguistic components. Exploration of diagnostic procedures used to assess reading ability and of appropriate remedial techniques. Lectures and application. *Prerequisite: 241.* (3 units)

351. Role and Competencies of the Resource Specialist II

The role of the special educator as a resource specialist involved in coordination and parent education. Implementation of laws, regulations, and other compliance requirements. Lectures, demonstrations, and discussions emphasizing practical skills and knowledge. *Prerequisites: 217, 247, and 332.* (3 units)

360. Foundations in Educational Leadership

Concepts of leadership, fundamentals of human relations and professional ethics, decision making, team building, group processes, school climate, change and the change agent role, planning, program building, and unification. Fall quarter. (5 units)

361. Foundations in Educational Program Improvement

Current movements in curriculum and instruction; principles of child growth and development; role of staff, parents, pupils,

and community in curriculum and instruction; supervision and program evaluation; program development and implementation; staff development and student services. Winter quarter. (5 units)

362. *Foundations in Educational Management*

Use of resources; management of office, plant, and ancillary services; policies and effects of policy on school services; communications; use of data collection for priorities and decision making; stress and stress management procedures; pupil and staff conflict resolution; application of computers and other technology. Spring quarter. (5 units)

363. *Educational Law and Governance*

Fundamental concepts of authority, power, and influence; concepts of law, governing role of federal, state, and local agencies; functions of school boards and district administration in governance and policy making; professional organizations, unions, and their influences; negotiations and collective bargaining; emerging social groups and forces. Fall quarter. (3 units)

364. *Educational Finance and Planning*

Legal framework of public and private schools; significant codes, regulations, and decisions affecting school finance and legislation; historical aspects of financing public schools; current sources and types of funding; financial implications of personnel contracts and other obligations; site-level funding and budgeting; collective bargaining and negotiations. Winter quarter. (3 units)

365. *Management of Human Resources*

Fundamentals of personnel management: recruitment, selection, assignment, retention, and dismissal; effective staff utilization; organizational constraints; effective personnel policies; short- and long-term planning for staffing and building-equip-

ment needs; negotiations and collective bargaining; counseling adults. Spring quarter. (3 units)

366. *School Community Relations*

Role of the school, business, and community in education; working with the Poser structure; identifying and working with community influence groups; techniques for working with community agencies, school-site councils, and other quasi-governing bodies; public relations; the media. Summer session. (3 units)

367. *Administrative Practicum*

Supervised field experiences in the application of school administration; demonstrations of competencies as established by the Commission on Teacher Credentialing; establishing and effecting program goals and objectives; and effective program design and implementation. (3–6 units)

368. *Administrative Internship*

Supervised on-the-job administrative and supervisory experiences in the application of educational administration; establishing and effecting program goals and objectives; effective program design and implementation. (4–12 units)

369. *Communication Skills in Education*

Effective listening, speaking, discussion, problem solving, and conflict resolution; skills for working with students, parents, teachers, administrators, peers, community; interpreting feelings; training and observation; effective communication; exercise of authority, power, and influence through communication. Summer session. (3 units)

370. *Contemporary Issues in Education*

Examination and analysis of controversy in the field of education, theory and practice in ethical decision making and value clarification, critical thinking, conflict resolution, living in a pluralistic society,

human rights, cultural patterns. Analysis of differing viewpoints in contemporary issues; use of case study methodology. (3 units)

371. *Higher Education Administration*

Leadership and general administration in higher education; practical aspects for providing program initiation and planning; programmatic strategic planning; assessment and evaluation; emerging problems and issues; decision making. Winter quarter. (4 units)

372. *Politics and Economics in Administration*

Analysis of the exercise of authority, power, and influence in school, district, educational governance, and management; relationship of education to other segments of the economy; influences affecting public and private education; public/private sector relationships; postsecondary influences and trends. Summer session. (3 units)

373. *Catholic School Leadership Institute*

Development of the pastoral, leadership, and management concepts of Catholic school administration; Catholic school movements and issues; skills development; supervision and planning; instructional strategies; staff and program development. Summer session. (3 units)

374. *Current Issues in Administration*

Current trends and issues in administration; strategic planning; politics and economics of education; effective administration/effective leadership; restructuring; emerging concepts and actions; influences affecting administration; analysis of power vs. powerlessness; influences on presentations. Summer session. (3 units)

375. *Cultural Diversity and Educational Equity*

Student diversity and equal outcomes in education; cultural strengths and sensitivity; teaching and instruction as culturally based and/or biased; evolving quest for equal educational opportunities; vocabulary and language and key levels of instruction; attitudes and understandings in a culturally different society; desegregation and discrimination. Summer session. (3 units)

376. *Politics and Economics in Higher Education Administration*

Analysis of the exercise of authority, power, and influence in postsecondary and higher educational governance and management; relationship of education to other segments of the economy; influences affecting postsecondary and higher education; public/private sector relationships and financing; higher education influences and trends. Summer session. (3 units)

399. *Thesis*

Optional course; usually selected by candidates preparing for doctoral studies. The thesis should concern a recognized problem in the student's field of specialization, should make a scholarly contribution to the extant body of knowledge in this area, and should review the principal sources of knowledge. Supervision and review of the thesis provided by faculty member(s) designated by the dean of the Division of Counseling Psychology and Education. Requirements for thesis submission are negotiated with the thesis faculty director. (3–6 units)

400A. *Administrative Assessment, Planning, and Monitoring*

Individualized program assessment and diagnoses, personal program planning, career objectives, monitoring and evaluation, structuring and leading groups. (1–4 units)

400B. Colloquium

Attendance at and/or involvement in different learning opportunities featuring state/national and other experts in a series of multidisciplinary topics dealing with current issues and trends in educational administration. (2 units)

401. Organizational Theory Development

The nature of organizations and the use of tools such as strategic planning, demographic studies, and future planning in relation to implementing educational programs. Includes strategies for working with school boards, bargaining units, advisory committees, community groups, regional and state organizations, and agencies. Fall quarter. (2 units)

402. Law, Political Relationships, and Fiscal Management

Statutory and constitutional provisions to equal access; political jurisdictions, policies and practices of political forces; sociological influences that affect school practices; theory of compromise and consensus; funding and budgeting; financial effects of personnel and other contractual obligations. Fall quarter. (2 units)

403. Professional and Staff Development

Instructional effectiveness in the exercise of leadership; integrating organizational goals with adult learning; funding sources for staff development; collective planning; teaming; model programs. Winter quarter. (2 units)

404. Instructional Leadership, Curriculum, and Evaluation

Management strategies and human relations in group dynamics; learning and instructional research and theory; trends and issues and their application to instruction; program evaluation, teaching effectiveness, pupil achievement, and instructional goals and outcomes. Winter quarter. (2 units)

405. Management of Human and Material Resources

Effective staff utilization, organizational constraints, available resources, effective personnel policies; short- and long-term district and school planning; demography and its relationship to human and material resources; procedures for filling staff needs. Spring quarter. (2 units)

406. Cultural and Socioeconomic Diversity

Concepts of cultural values and language diversity; specialized instructional needs; parent involvement; community/school activities; ethnic, racial, and religious compositions; implication for education. Spring quarter. (2 units)

407. Advanced Field Work in Administration

Individualized program of administration; experience in the field; collaborative-based program with site supervisor and University supervisor. (4–12 units; fall, winter, spring, summer)

408. Field-based Seminars

Advanced work in the field of administration, including training institutes and programs such as the Administrative Training Center, Regional/State/National Training program, NASSP Assessment, etc. Electives must be approved by the director of educational administration. (1–6 units; fall, winter, spring, summer)

420. Introduction to School Business Management

The structure and function of the various departments and/or units that constitute the business operations of a school district; impact of these departments on the educational program. Fall quarter. (3 units)

421. *School Business Management Information Systems*

Procedures for developing an information database; selecting data processing equipment; interfacing business and instructional information systems. Winter quarter. (5 units)

422. *School Financial Reporting Systems*

Analysis of the legal requirements and specific reporting functions that affect the organization and management of accounting and auditing processes in school systems; accounting and cost accounting concepts and practices. Spring quarter. (5 units)

423. *Economic Factors and Education*

The costs of education in today's market; economic benefits for education; job opportunities as an economic benefit; costs, legislative allocations, percentages; revenue increases and decreases; labor, capital, technology, resources, and management. Summer session. (3 units)

424. *School Business Support Services*

Legal requirements and general operating principles and procedures pertaining to school business support services: maintenance and operations, transportation, purchasing, warehousing, food services, civic center programs. Fall quarter. (5 units)

425. *School District Budget Development and Administration*

Analysis of the impact of local district philosophy and state legal requirements on budget development; preparing and administering the district budget. Winter quarter. (3 units)

426. *Risk Management in School Systems*

Predicting and managing school district insurance risks; strategies for analyzing and responding to the insurance marketplace. Spring quarter. (3 units)

427. *School Facilities Planning and Property Management*

Master planning for facilities in school systems; facility project planning and construction management; alternative approaches to management of district property. Summer session. (3 units)

7

Honors and Awards

The Division of Counseling Psychology and Education honors selected graduates. Awards are given to students who are considered outstanding graduates and to students who have exhibited exemplary leadership. Criteria for these awards are as follows:

Outstanding Graduate Award

- academic excellence
- demonstration of ideals and spirit of the University
- contributions to community and profession

Exemplary Leadership Award

- exhibited positive interaction with University administration and faculty
- initiated academic and extracurricular activities
- effectively represented issues and concerns of graduate students

The Division also honors selected alumni at its Annual Alumni Reception. Alumni receive recognition for

- notable contributions to the community
- continuing representation of the ideals and spirit of the University

8

Career Services

Career Services provides a variety of services to assist students and alumni in clarifying, planning, and achieving their career goals. A professional staff of counselors offer career counseling to individuals and groups. Workshops are held regularly on career planning, which includes self-assessment, resume writing, interviewing, and job search strategies. Programs have been developed that bring professionals from various fields in counseling and education to campus to present information about career opportunities. A special program of informational interviewing links students and alumni in a variety of fields.

Career Services maintains strong contacts with employers. Job opportunity listings in counseling and education are received daily from numerous organizations and are available for review at the center and in *Counselor Educator Update*, a biweekly newsletter.

Career Services has extended office hours to accommodate the schedules of graduate students. It maintains extensive resource materials on topics such as career fields and prospective employers and job search books.

More than 200 local, national, and international employers recruit on campus, and career fairs also attract many employers to campus. A special Teacher Recruitment Fair is held each spring. Administrators from Bay Area public and private schools come to campus to interview teaching credential candidates for secondary and elementary positions.

All students and alumni in the Counseling Psychology and Education program who complete a Santa Clara degree or credential program are eligible to establish an educational placement file in Career Services for a nominal fee. These files include professional letters of reference and are typically required when applying for positions in teaching, counseling, or school administration.

The social service and educational communities in the Bay Area work closely with the center to strengthen professional relationships. The Employer Advisory Board provides direct and regular feedback to the center. The Career Services staff also take active leadership roles in professional associations such as the Western College Placement Association, the California Association of Counseling and Development, and the California Education Placement Association. These activities keep the staff on the leading edge of the career development field.

9

University Religious, Social, and Cultural Life

CAMPUS MINISTRY

Campus Ministry functions as a leaven within the University community so that the Living God may be magnified in all people: students, staff, faculty, and alumni. In keeping with the Jesuit tradition of developing the person, and with the ideal that all of us be people for others, Campus Ministry seeks to facilitate growth in individuals and the community by its presence, programs, and services.

The Campus Ministry staff reflects the reality of the Church today: a team of men and women—lay, religious, clergy—who encourage all members of this community to deepen their religious commitment in “the service of faith, of which the promotion of justice is an absolute requirement” (Decree 4, 32nd General Congregation of the Society of Jesus).

To attain this vision, Campus Ministry offers the University community a variety of programs: liturgies and other sacramental celebrations, retreats, counseling and spiritual direction, educational forums, interfaith sharing, and Bible studies. We collaborate with all segments of the community in the planning and execution of our programs.

In all of this, Campus Ministry is guided by the words of the prophet Micah: “This is what the Lord asks of you, only this: to act justly, to love tenderly, and to walk humbly with your God.”

STUDENT LIFE

Participation in extracurricular activities is encouraged as part of the total development of the Santa Clara student. The primary educational objective in supporting student activities and organizations is to foster a community that is enriched by men and women of diverse backgrounds and wherein freedom of inquiry and expression enjoy the highest priority.

The following sections describe various aspects of student life and services. The *Student Handbook*, which may be obtained from the Office of the Vice President for Student Development, contains more detailed information.

Athletics

The University maintains a well-balanced program of intercollegiate, recreational, and intramural athletics.

Intercollegiate competition for men is conducted in basketball, baseball, tennis, water polo, golf, soccer, crew, and cross-country. Intercollegiate competition for women is conducted in volleyball, basketball, softball, tennis, cross-country, soccer, crew, and golf. The participants in these sports compete against opponents of recognized national standing.

The University is a member of the National Collegiate Athletic Association and the West Coast Conference.

The club sports program offers participation in men's boxing, volleyball, bowling, rugby, men's and women's lacrosse, and swimming.

Student Organizations

Association of Graduate Students in Education (AGSE) An organization of education graduate students in the Division of Counseling Psychology and Education, the Association of Graduate Students in Education provides opportunities for communication among students, faculty, and staff through publications, workshops, and forums. AGSE strives to promote the scholarly discussion of topics in education that are both timely and significant.



Association of Graduate Students in Education

Counseling Psychology Graduate Student Association The purpose of the Counseling Psychology Graduate Student Association is to provide a forum in which all interested students can increase their involvement with the University,



1992-93 Graduate Student Association (GSA) officers

the Division, and fellow students. The goal of the organization is to support counseling psychology graduate students in their needs and growth.

CP&E Alumni Chapter The CP&E Alumni Chapter is an official organization of Santa Clara University representing all graduates of the Division of Counseling Psychology and Education. Its purpose is to promote the interests of CP&E graduates and to establish an ongoing relationship between the University and its alumni.

SCUMA Club (Santa Clara's Upwardly Mobile Administrators) Designed as the alumni association for graduates of Santa Clara University's Educational Administration program, SCUMA Club has grown to include friends, instructors, and graduate students in educational administration. Activities include speakers on political, educational, and contemporary issues; workshops and seminars on career issues; and mobility in education. Membership includes invitations to all meetings and activities and newsletters and announcements.

Student Media

KSCU-FM Radio KSCU-FM is managed and operated solely by Santa Clara students. It is designed to train students in broadcasting skills and to provide the University community with music, news, sports, and public service information.

The Santa Clara Review *The Santa Clara Review*, founded in 1869, is the University's literary magazine and the oldest college publication in the West. It invites authors from every academic area to present their works for publication. Published three times a year, the magazine includes essays, journalistic pieces, short stories, poetry, and reviews.

The Santa Clara As the weekly campus newspaper, *The Santa Clara* reports on current events, sports, entertainment, and people. Outstanding coverage and design recently earned *The Santa Clara* an award that placed it in the top sixth of the country's university papers. All students, both undergraduate and graduate, are welcome to join the staff of nearly 75 students who work in reporting, photography, graphic design, typesetting, advertising, and layout.

Student Clubs

Students can become involved in a number of the more than 80 academic, recreational, religious, social, ethnic, and political organizations active on campus.

STUDENT RESOURCES AND SERVICES

Listed below are the many service centers established to meet the needs of students. Each center provides a variety of programs to encourage personal growth.

Counseling Center

The Counseling Center, located on the second floor of Benson Memorial Center, offers free professional counseling to all undergraduate and graduate students. Confidential psychological counseling in a supportive atmosphere is designed to help students attain greater self-understanding and become more personally effective. Some of the concerns that students discuss with counselors include stress, depression, sexuality, individual identity and family, friendship, and love relationships. The special issues of minority and international students are recognized. In addition to individual, couples, and family counseling, small groups and workshops on topics of general interest are frequently offered. Consultation and referral for faculty, staff, and alumni and training opportunities for graduate students in counseling are also available.

Students in crisis or with urgent needs can be seen immediately on a walk-in basis. Regular appointments are made through the receptionist, and clients can be seen within one week by calling 408-554-4172. Counseling hours are Monday through Friday, 8 a.m. to 5 p.m. and some evenings by appointment.

Office of Student Activities

The Office of Student Activities, located in the basement of Benson Memorial Center, assists students maximize their educational, cultural, social, and service opportunities outside the classroom. The Student Activities staff advise Associated Students (ASSCU), the student media, clubs and organizations, and

fraternities and sororities. Students interested in joining a student organization or forming a new club or organization are encouraged to come by the Office of Student Activities for more information.

In the Jesuit tradition of responsibility for excellence, Santa Clara University is committed to the development of socially responsible leaders. The Office of Student Activities offers a comprehensive leadership education program that is dedicated to preparing students to assume roles of leadership in the modern world.

Student Health Services

Student Health Services are located in the Cowell Center on campus. Students may see the Student Health Services medical staff by appointment or for drop-in services while the University is in session. Students may call the Health Center (408-554-4501) for a schedule of hours.

All full-time undergraduate students and full-time law students are eligible for medical care at the center at no charge as health service fees are part of their regular University fees. Graduate students and part-time undergraduate students, on payment of the health service fee, are also eligible for medical care at the center. Health insurance coverage for outside care or other special needs is available and required for all international graduate and undergraduate students and for all full-time undergraduate students. University health insurance charges may be waived upon proof of outside coverage.

All students eligible for and those who elect to pay for Student Health Services are required to have a pre-entrance health examination. Additional information about health insurance coverage and pre-entrance examinations may be obtained from Student Health Services.

Student Resource Center

The main focus of the Student Resource Center is to reach out to students, academic departments, and other student development departments in order to build bridges to increase the academic success and full participation of all populations within the University community. Resource areas within the center include

African American Student Resources

Asian American Student Resources

Chicano/Latino Student Resources

Commuter Student Resources

Disabled Student Resources

International Student Resources

Re-entry Student Resources

Women Student Resources

Services and activities supported by the Student Resource Center include

- enhancing students' academic success and social involvement and progress;
- assisting students in effectively expressing their needs and concerns;
- creating opportunities for students' personal growth, responsibility for actions, and motivation and leadership development;
- providing opportunities for learning about the values and beliefs of one's own group and of other groups; and
- providing necessary academic support services and accommodations for students with disabilities.

Community Outreach programs provide Santa Clara students an opportunity to work with students from diverse backgrounds and generate positive community interaction. **Project 50** is a special summer program that encourages local eighth-graders to complete high school and pursue a college education. The **CIT Program** is an added component for Project 50 students who excel and are potentially college-bound.

Teaching and Learning Center

The Teaching and Learning Center, located in 247 Bannan Hall, offers a variety of programs to help students improve their learning skills and prepare for further education.

Two tutorial programs provide undergraduate students with assistance in many classes. Through the Individual Tutorial Program, students may arrange for personal tutoring. Drop-in tutoring is also available at different campus locations. Training in study skills takes place through workshops or in individual sessions at the center. Students receive help with time management, reading, and note taking and learn how to prepare for and improve performance on exams.

The center, by providing learning assistance in a supportive and encouraging environment, is especially useful to international graduate students who require special help in English.

The Teaching and Learning Center also assists juniors, seniors, and graduate students planning to pursue graduate or professional studies select a school and secure financial aid. The center maintains a drop-in library of more than 800 graduate school catalogs and reference sources and arranges campus interviews with graduate school representatives from California and out-of-state schools. Each year the center sponsors a combined Graduate/Career Information Day with Career Services.

For national and international competitions for scholarships in which candidates must be officially nominated or endorsed by the University, the associate director, together with several members of the faculty, selects the nominees and arranges the endorsements. This office does not award fellowships, scholarships, or other financial assistance for study at Santa Clara or elsewhere.

The center also offers support for faculty through professional development programs such as workshops on teaching and learning and confidential individual evaluations of teaching.

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Facilities

ADOBE LODGE

Adobe Lodge is the oldest building on campus. Restored in 1981 to its 1822 decor, the Lodge contains a presidential dining room as well as central and private dining facilities for faculty and staff.

BENSON MEMORIAL CENTER

The Robert F. Benson Memorial Center is the hub of campus life. The Benson Center is designed to meet the various needs of students, faculty, staff, alumni, and guests and to provide an environment for the education of the whole person that continues outside the classroom. Among the many services and facilities available are the Information Desk; Game Room; Brass Rail Cafe; Benson Cafeteria; Bronco Corral; Shapell Lounge; Down Under, a student-operated convenience grocery store; meeting rooms; Mission City Federal Credit Union; the bookstore; and post office. In addition, the offices of Campus Ministry, a number of offices of the Division of Student Development, and offices of student government and organizations are housed in the center.

CLASSROOM BUILDINGS

Nine classroom buildings house not only some 72 classrooms but also numerous administrative offices. Mayer Theatre and three Fine Arts buildings provide special classroom, rehearsal, and performance facilities.

COMPUTING FACILITIES

Santa Clara provides mainframe and personal computing facilities to support educational programs. Free noncredit short courses for both types of computers are offered periodically. Computer labs are typically open from 8 a.m. to midnight Monday through Friday, with hours slightly reduced on weekends.

The principal academic mainframe system is a Digital Equipment Corporation VAX-6610 running under the VMS operating system. The system operates 24 hours per day, and students have access from three public laboratories and through 30 dial-up ports.

PCs are concentrated in two general-purpose laboratories containing 150 IBM machines and various software packages for word processing, spreadsheet and database applications, and programming. Each PC can also function as a termi-

nal to the VAX. An additional 60 machines are contained in the Business School PC Classroom, Engineering PC CAD Lab, and in three smaller clusters serving the Chemistry, Mathematics, and Physics departments.

All registered students may use the PC labs and the central VAX without additional charge. More than 80 percent of the full-time faculty have a personal computer or workstation in their office, and computer use is a common element in all disciplines.

The School of Engineering provides an advanced graphics workstation facility containing 50 Hewlett-Packard 9000 workstation computer systems with high-resolution color displays. These machines are located in two classroom facilities (20 systems each) and five engineering laboratories, and are used for computer-aided design (CAD), computer graphics, and software development by the five engineering disciplines. In addition, the School of Engineering has several 386 PCs and SUN workstations.

Most of the academic computers are connected by an Ethernet local area network (LAN), which provides high-speed communications among the various systems. Santa Clara is also a node on the Internet and BITNET wide-area networks, providing students and faculty with electronic mail, file transfer, and remote access communications to more than 3,000 nodes in the United States, Canada, Europe, Japan, and other countries throughout the world.

COWELL HEALTH CENTER

Cowell Health Center offers health services to students (see Page 90). The Cowell Center also houses the Public Safety Office and the University Human Resource Management Department.

DE SAISSET MUSEUM

The de Saisset Museum includes American, European, African, and Oriental art, as well as historically important objects from the early days of Mission Santa Clara. In addition to its permanent collection, it features special exhibitions of traditional, modern, and contemporary art.

Museum hours are Tuesday through Sunday, 11 a.m. to 4 p.m.; closed Mondays and holidays.

KIDS ON CAMPUS

Kids on Campus is the University child-care and preschool center for children of students, faculty, and staff members. The center is a cooperative under the supervision of a volunteer committee of parents with a small staff of paid employees and parent and student volunteers. It also used occasionally for practicum experiences by students in psychology and education courses. The preschoolers benefit from a carefully developed program designed to meet their interests and to prepare them for kindergarten. Students are encouraged to visit the Kids on Campus facilities on the east side of the campus.

LEAVEY ACTIVITIES CENTER

Leavey Activities Center is a widely used extracurricular facility at Santa Clara. Since the construction of this approximately two acres of recreational space, the intramural and recreation programs have achieved 80 percent student participation and maintained a high level of interest in competition, recreation, and social activity.

Included in the center is the Toso Pavilion for basketball, as well as racquetball courts, a volleyball area, swimming pool, men's and women's locker rooms, weight training section, sauna, and steam rooms. With such facilities and activities, the Leavey Activities Center has fulfilled its design for use by students, faculty, and staff of the University. It also continues to serve as a setting for cultural and social events.

A monthly schedule of hours and activities is posted on the Leavey bulletin board. Students must present validated ID cards to an attendant upon entering.

LOUIS B. MAYER THEATRE

The 500-seat Louis B. Mayer Theatre is designed to provide the traditional proscenium stage common to most theatres, as well as an orchestra pit and thrust elevators that can be raised or lowered electrically. In a remarkably simple procedure, a wall is moved, a few seats are relocated, and the main theatre is reoriented to a new dramatic form that extends the stage into the auditorium so that the audience surrounds the action on three sides.

Mayer Theatre also has a special floor constructed for dance, as well as a large movie screen and film projector.

The Fess Parker Studio Theatre, housed within the Mayer Theatre complex, has no fixed stage or seating. Its black-box design, complete with movable catwalks, provides superb flexibility in an experimental setting.

MISSION SANTA CLARA

Mission Church marks the historic heart of the University. Adjacent to the beautiful Mission Gardens, the Church holds regular liturgical and sacramental services and provides an open place for quiet reflection and prayer.

NOBILI HALL

Nobili Hall provides on-campus housing for the University's Jesuit community. The four-story facility, named for John Nobili, first president of the college, contains a dining area and a chapel.

MICHEL ORRADRE LIBRARY

The collections and services of the Michel Orradre Library are designed to support the University's undergraduate and graduate academic programs.

OSCAR, the library's online catalog, was introduced during the 1991-92 ac-

ademic year. This is only one of a number of computerized services that provide access to resources in Santa Clara's collections or through various forms of document delivery.

Orradre Library's collection, which dates from the founding of Mission Santa Clara, now contains more than 567,000 volumes and more than 511,000 microforms. The library currently receives more than 5,300 serial subscriptions and is a depository for U.S. and California government documents, which number more than 343,000 publications.

Staff at the reference and documents desks are prepared to help with research problems and assist students in using the library's collections and services; helpful publications and guides are always available. The Reference Department provides CD-ROM and online database search services, and the Circulation and Periodicals/Microforms departments assist with access to and borrowing of materials.

The library has open reading areas, individual carrels, small-group study rooms, copy facilities, and a personal computer laboratory.

During the academic year, the library is open seven days a week for a total of 106 hours. Most books circulate to undergraduates for 21 days and to graduate students for 42 days, but loan periods for heavily used materials on course reserve are limited to two hours or one, three, or seven days.

The Science Resource Center, located in the Daly Science Center, provides a noncirculating reference collection and course reserve services for biology, chemistry, and physics.

RICARD MEMORIAL OBSERVATORY

Named after Jerome S. Ricard, S.J., Santa Clara's Padre of the Rains who was most famous for his sunspot theory of weather forecasting, the observatory now houses all of the University's audiovisual equipment and Media Services. Media Services offers downlink capabilities affording the University community the opportunity to participate in satellite broadcasts and teleconferences.

BUCK SHAW STADIUM

Built in 1962 for Santa Clara's varsity baseball and soccer programs, the 10,000-seat stadium and surrounding practice fields are the outdoor facilities for Santa Clara's highly successful intercollegiate and intramural athletic programs.

Accreditations and Memberships

ONE HUNDRED AND FORTY-THIRD YEAR 1993–94

Accredited by the Accrediting Commission for Senior Colleges and
Universities of the Western Association of Schools and Colleges
Accredited by the American Assembly of Collegiate Schools of Business
(Undergraduate and Graduate Programs)
Accredited by the American Bar Association
Admitted to Membership in the Association of American Law Schools
Accredited by the State Bar of California
Accredited by the Accreditation Board for Engineering and Technology
(Undergraduate Civil, Computer, Electrical, and Mechanical Engineering)
Accredited by the California State Commission on Teacher Credentialing
Accredited by the American Chemical Society
Admitted to Membership in the National Association of Schools of Music
Admitted to Membership in the National Association of
Schools of Theatre
Accredited by the American Association of Museums

Member of the American Council on Education
Member of the Council of Graduate Schools in the United States
Member of the American Council of Learned Societies
Member of the Association of Jesuit Colleges and Universities
Member of the Conference of Western Law Schools
Member of the College Entrance Examination Board
Member of the Association of American Colleges
Member of the Association of Independent California
Colleges and Universities
Member of the Council for Advancement and Support of Education
Institutional Member of the American Mathematical Society
Academic Member of the Mathematical Association of America
Member of the Western Association of Graduate Schools
Member of the Law School Admission Council

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Chaiho Kim (Decision and Information Sciences)

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(open) (Inter-American Culture and Affairs)

Lee and Seymour Graff Professor
(open)

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Samiha Mourad (Electrical Engineering)
Amy M. Shachter (Chemistry)

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Walter E. Schmidt, S.J., Professor
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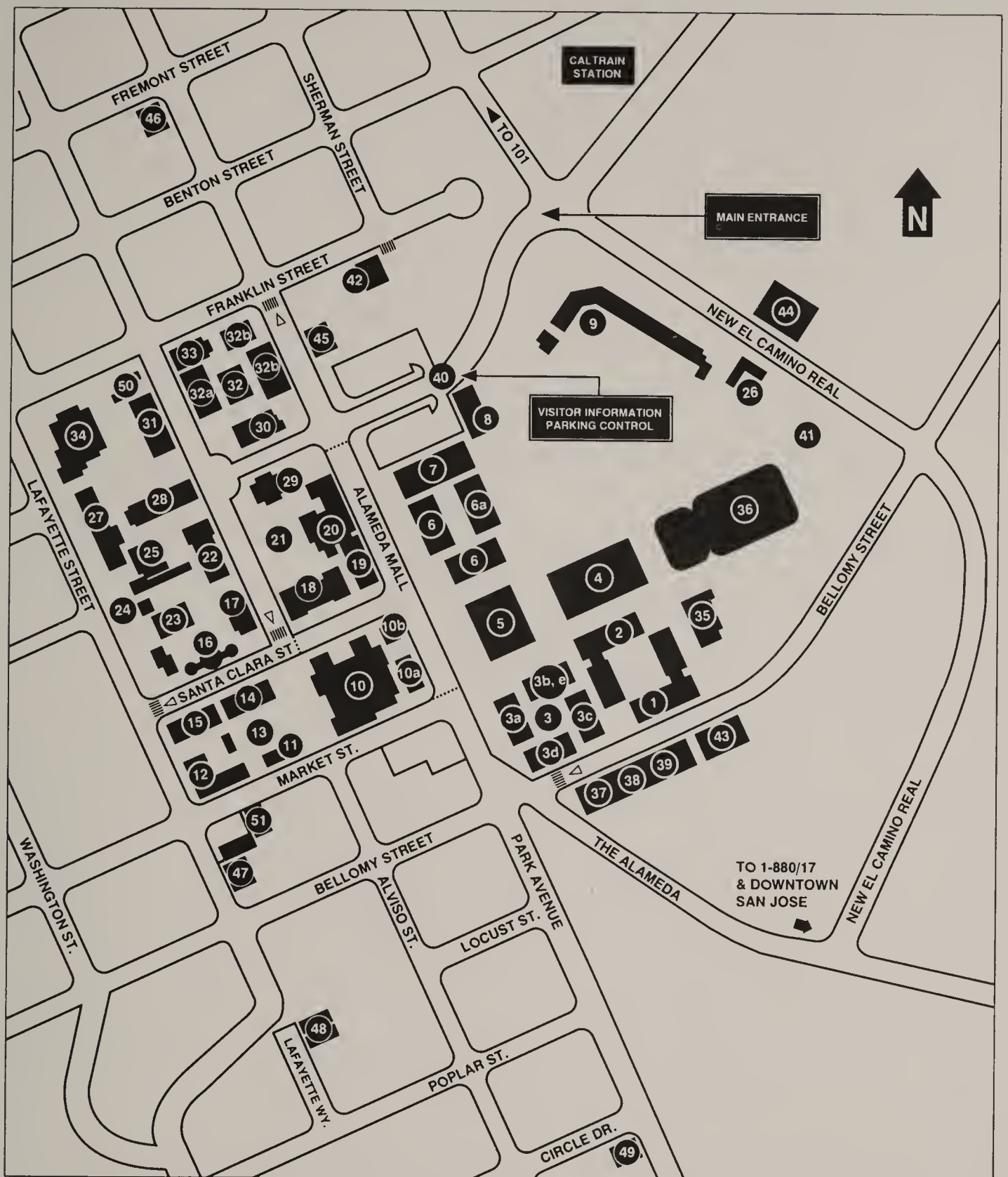
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CAMPUS MAP

1. Sanfilippo Residence Hall
2. Campisi Residence Hall
3. Graham Residence Center
 - 3a. Strub Hall
 - 3b. Swig Hall
 - 3c. Hancock Hall
 - 3d. O'Neill Hall
 - 3e. Multicultural Center
4. Campus Tennis Courts
5. Orradre Library
6. Sullivan Engineering Center
 - 6a. Thomas J. Bannan Building
7. Bannan Hall Classroom Building
8. Field House
9. Buck Shaw Stadium
10. Benson Memorial Center
 - 10a. Campus Bookstore
 - 10b. Shapell Lounge
11. Swig Residence Hall
12. Dunne Residence Hall
13. Kennedy Mall
14. McLaughlin Residence Hall
15. Walsh Residence Hall
16. Ricard Memorial Observatory
17. Donohoe Alumni House
18. Kenna Hall – Leavey School of Business and Administration
19. Bergin Hall – School of Law
20. Heafey Law Library
21. Staff Lounge
22. St. Joseph's Hall
23. Varsi Hall – Admissions and Development Offices
24. Restrooms
25. Adobe Lodge – Faculty Club
26. University Day Care Center
27. Nobili Hall – Jesuit Residence
28. Mission Santa Clara
29. Walsh Administration Building
30. De Saisset Museum
31. O'Connor Hall
32. Daly Science Center – Science Library
 - 32a. Physics
 - 32b. Chemistry
33. Alumni Science Hall
34. Mayer Theatre
35. Cowell Health Center/Public Safety/Human Resource Management
36. Leavey Activities Center
37. Fine Arts Building
38. Dance Building



- 39. Music Building
- 40. Main Gates
- 41. Alumni Park
- 42. Law House
- 43. Casa Italiana
- 44. Physical Plant/Central Mailing/Central Receiving/Purchasing
- 45. Law Clinic
- 46. Alameda Hall
- 47. 569 Lafayette Apartments
- 48. Lafayette Apartments
- 49. Villa Apartments
- 50. Ramos Center
- 51. Eastside Project

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